ED 442 923 AA 001 324

Resources in Education (RIE). Volume 36, Number 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 442 924 CE 080 051

Training for Employment: Social Inclusion, Productivity, and Youth Employment. Human Resources Training and Development: Vocational Guidance and Vocational Training. Report V. International Labour Conference (88th Session, 2000). Fifth Item on the Agenda.
PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Developed Nations; Developing Nations; *Economic Development; Education Work Relationship; *Educational Needs; Foreign Countries; *Futures (of Society); Global Approach; Human Capital; Human Resources; Job Development; Job Skills; Job Training; *Labor Force Development; *Labor Needs; *Lifelong Learning; Postsecondary Education; Secondary Education; Vocational Education

This report examines the human resources development and training dimensions of the gradual, but inexorable, shift towards knowledge-, skill-, and service-based economies and societies, and the stupendous growth of the information and communications technology sectors. Its four chapters explore the following: (1) globalization, technological change, and new organizations,

PUB DATE- 97

NOTE- 45p.; A Cardoff and Bristol University ESRC-Funded Learning Society Project. Also funded by the Gwent, Mid Glamorgan, and West Wales Training Enterprise Councils. For other working papers see CE 080 328-341 and CE 080 402.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Education; Adult Education; *Attendance Patterns; Developed Nations; Economics; *Educational Opportunities; Elementary Secondary Education; Foreign Countries; Higher Education; Job Training; *Lifelong Learning; *Outcomes of Education; Vocational Education

IDENTIFIERS- *Great Britain; *Learning Society; Wales (South)

This working paper is a product of a regional study in industrial South Wales of the determinants of participation and non-participation in post-compulsory education and training, with special reference to processes of change in the patterns of these determinants over time and to variations between geographical areas. It examines the notion of a learning society in Britain, suggesting that markedly different interpretations of the term are in common use among politicians, economists, policymakers, and educationalists. The paper outlines chief arguments currently being used to advocate the establishment of a learning society in Britain. These arguments have two strands--the claim that the standard of education and training in a country has a direct impact on its economy and that, therefore, expenditure on learning by the state and employers will be recouped, and the claim that there is a lack of justice in the distribution of education and its rewards in Britain today. Since this involves a brief description of the availability of education and training in Britain, the paper allows a preliminary consideration of the extent to which a learning society already exists or can be said to have existed in the past. It concludes that to some extent the "learning society" is used as a term of convenience. Appendixes include definitions and acronyms. Contains 103 references. (YLB)

ED 442 943 CE 080 332

Rees, Gareth; Fevre, Ralph; Furlong, John; Gorard, Stephen

Notes towards a Social Theory of Lifetime Learning: History, Place, and the Learning Society. Patterns of Participation in Adult Education and Training. Working Paper 6.

SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).

PUB DATE- 97

NOTE- 29p.; A Cardoff and Bristol University ESRC-Funded Learning Society Project. Also funded by the Gwent, Mid Glamorgan, and West Wales Training Enterprise Councils. For other working papers, see CE 080 328-341 and CE 080 402.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Access to Education; Adult Education; Attendance Patterns; Developed Nations; *Economics; *Educational Opportunities; Foreign Countries; *Human Capital; Job Training; *Lifelong Learning; *Outcomes of Education; Social Theories; Vocational Education

IDENTIFIERS- Great Britain; *Human Capital Theory; Learning Patterns; *Learning Society; Wales (South)

Finland" (Johanna Lasonen); "A Portrait of GAB: A Pilot Project between Schools, an Enterprise, and the ITB" (Rainer Bremer); "Improving Relations between the Educational and the Economic Field in Greece" (Nikitas Patiniotis, Catherine Spiliopoulou); "The Rebirth of Apprenticeship in Europe: Linking Education to Work?" (Fernando Marhuenda); "Rethinking Education-Work Relationships" (Fernando Marhuenda); "Impacts of and Experiences from the SPES-NET Project" (Marja-Leena Stenstrom); "Towards a Vocational Curriculum and Pedagogy of the Future: Taking the Post-16 Strategies and SPES-NET Project Findings Forward for Future Research" (Michael Young, Matti Vesa Volanen); "Future Trends in European Vocational Education" (Gerald Heidegger); "Qualifications with a Dual Orientation towards Employment and Higher Education--A Summary of the Results of the Partnership Projects INTEQUAL/DUOQUAL" (Sabine Manning); "Promoting Collaboration between the Four Partnerships Post-16 Strategies/SPES-NET and INTEQUAL/DUOQUAL" (Johanna Lasonen, Sabine Manning); "Parity of Esteem as a Challenge to European Cooperation as Reflected in the Post-16 Strategies/SPES-NET and INTEQUAL/DUOQUAL Projects" (Pekka Kamarainen); and "Improving the Standing of Vocational as Against General Education in Europe: A Conceptual Framework" (Johanna Lasonen, Sabine Manning). Many papers include substantial bibliographies. (MN)

ED 442 959 CE 080 367

Fisher, Teresa A.; Stafford, Mary E.
The Impact of Career and Ethnic Influences on Career Resilience.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Blacks; *Career Choice; *Career Education; *College Students; Coping; *Cultural Background; *Ethnic Groups; High Schools; Higher Education; Hispanic Americans; Influences; Literature Reviews; Parent Influence; Peer Influence; Predictor Variables; Self Efficacy; *Social Support Groups; Teacher Influence; Whites; Work Attitudes
IDENTIFIERS- *Career Resilience; Impact Studies

The effects of career-related factors and ethnic background on career resilience were examined in a study of 467 graduate and undergraduate students (68 African American, 42 Hispanic, and 357 Anglo American). The students ranged in age from 17 through 56 years and were predominately from middle- to upper-middle-class homes. The 102-item Career Influence and Resilience Inventory was used to examine the students' career resilience and the effect of parent, teacher, and peer attitudes/supportiveness on the students' career resilience. The Multigroup Ethnic Identity Measure was used to gather data on the students' ethnic identity, orientation to others, and identification with "American" ideals. No differences were found between the mean scores for the three ethnic groups on career resilience or for any of the career influence factors examined. However, the correlations for ethnic identity differed considerably across the groups. For African Americans, high levels of career resilience were associated with having a strong sense of one's cultural roots and ethnic pride. For Anglo Americans, orientation to other groups and strong

Daily activities and social contact were studied as influences on the life satisfaction of elderly people. It was considered that all activities might not be equal and that individuals who participate in more active activities and who have more active social contacts would score higher in life satisfaction than those who engage in inactive activities and who have fewer, less engaged social contacts. Data for a sub-sample of 1,835 men and women were extracted from a survey conducted for the National Council on Aging. Participants were aged 65 or older. Questions that related to daily activities and a life satisfaction scale were selected from the questionnaire. Independent t-tests indicated that individuals who engage in active versus inactive activities reported higher life satisfaction; however, any social contact contributed to reported life satisfaction. The findings can be used to educate the caretakers of the elderly and to design effective institutional programs. (Author/KC)

ED 442 978 CE 080 405

Cumming, Todd; Lesniak, Greta
Improving Employability Skills through Cooperative Education and Tech Prep.
PUB DATE- 00
NOTE- 42p.; Master of Arts Action Research Project, Saint Xavier University & SkylightProfessional Development. Field-Based Master's Program, Chicago, Illinois).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Action Research; Career Development; Check Lists; Competence; Computer Science; *Cooperative Learning; *Education Work Relationship; Educational Strategies; Employer Attitudes; *Employment Potential; Employment Qualifications; Evaluation Criteria; Graduate Surveys; High School Graduates; High School Students; High Schools; *Job Skills; Literature Reviews; Program Evaluation; Questionnaires; Records (Forms); Relevance (Education); *Skill Development; State Standards; Student Attitudes; Student Surveys; Suburban Schools; Teacher Attitudes; Teacher Surveys; *Tech Prep; Transfer of Training; Vocational Education
IDENTIFIERS- Employer Surveys; *Illinois

The possibility of improving employability skills through cooperative education and tech prep was examined in an action research project involving high school students from two neighboring suburban communities in northern Illinois. The extent to which the schools were currently teaching employment and career development skills was examined by surveying the following groups: 106 current students; an unspecified number of graduates of both schools; 23 local employers; and 86 vocational and academic teachers. The surveys established that students and graduates lacked critical employability skills. A probable cause analysis was conducted. The results were used to develop an intervention emphasizing relevance to the real world and use of cooperative learning strategies to facilitate development of skills in the following areas: job search, communication, technological literacy, work ethics, critical thinking, work safety, teamwork, and career exploration. Postintervention surveys indicated that the intervention increased the students' confidence in their employability skills. (The bibliography lists 14 references. Appended are the following: high school student, high school graduate, employer,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; Adult Education; Apprenticeships; *Delivery Systems; Education Work Relationship; *Educational Administration; *Educational Environment; Educational Finance; Educational History; Educational Legislation; *Educational Opportunities; Educational Quality; *Educational Trends; Educationally Disadvantaged; Foreign Countries; Futures (of Society); Gifted; Job Training; Lifelong Learning; Postsecondary Education; Program Costs; Public Policy; Secondary Education; Special Needs Students; Trend Analysis; *Vocational Education
IDENTIFIERS- *Switzerland

Vocational education (VE) in Switzerland is characterized by diversity and pragmatism and is shaped by the country's geography, political system, economy, and culture. Roughly two-thirds of all Swiss youth participate in some form of vocational training at the upper secondary level. Vocational certificates and higher vocational certificates can only be taken after several years of job experience. Apprenticeship is the predominant form of VE in Switzerland. In terms of quantity, the most important sectors for VE are industry, crafts, trade, banking, insurance, transport, restaurants and hotels, the other service sectors, and home economics. Switzerland's Federal Vocational Education Act regulates vocational training in those sectors. VE falls under jurisdiction of the Federation Department of Economic Affairs. The original form of training in apprenticeships consisted of two learning venues (the firm where apprentices trained and the vocational school) and was called the dual system. In 1980, the "triad system" was established. It includes training in a firm, attendance at a vocational school, and compulsory "introductory courses." VE opportunities for special needs people include elementary training schemes for young people with "more practical abilities" and special programs for gifted students at advanced vocational schools. Vocational schools are funded almost exclusively by the state, but training centers and apprenticeships are subsidized by professional associations and firms. (MN)

ED 442 996 CE 080 436

Chrobak-Munoz, Erika
A Five-Stage Model To Facilitate Critical Reflection Using Interviewing Skills.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the International Conference on Transformative Learning (3rd, New York, NY, October 26-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; *Andragogy; *Critical Thinking; Experiential Learning; *Interviews; Learning Processes; Learning Theories; Lifelong Learning; Models; Outcomes of Education; *Teacher Student Relationship; *Transformative Learning
IDENTIFIERS- *Critical Reflection

S. Brookfield proposed the "critical practice audit" technique as an experiential approach to helping learners engage in women differ from those for young men. (Contains 18 references.) (MN)

ED 443 013   CE 080 467

Tinklin, Teresa
High Attaining Female School Leavers. Scottish School Leavers Survey.
SPONS. AGENCY- Scottish Executive Education Dept., Edinburgh.
PUB DATE- 00
NOTE- 47p.; For a summary of this report, see CE 080 466; for related documents on the Scottish School Leavers Survey, see CE 080 464-465. The document title reads: "Scottish School Leavers' Survey."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Attainment; Educational Attitudes; *Employment Patterns; Foreign Countries; Graduate Surveys; *High Achievement; Influences; Longitudinal Studies; Outcomes of Education; Parent Child Relationship; Parent Influence; *Performance Factors; Postsecondary Education; Questionnaires; Secondary Education; Sex Differences; Socioeconomic Status; Student Characteristics; Student Educational Objectives; Success; Tables (Data); Trend Analysis; *Womens Education
IDENTIFIERS- *Scotland; *Scottish School Leavers Survey

Data that were originally gathered during the 1978-1990, 1994, and 1996 Scottish School Leavers Surveys were subjected to a secondary analysis to identify the qualifications, characteristics, and choices of high-attaining female school leavers. The analysis revealed that female and male high-attaining school leavers had broadly similar average qualifications, and most of them went on to further full-time study. However, males generally opted for more stereotypically "male" subjects such as engineering, technology, mathematics, and computing, while females generally chose more people-oriented subjects such as education, languages, and biological sciences. Those subject choices had an important impact on male and female school leavers' later attainment and opportunities. Female high-attainers generally outnumbered male high-attainers; however, the gap narrowed in later years of schooling. The study confirmed the relationship between social advantage and high attainment for students of both genders. The fact that girls appeared to take school more seriously than boys did appeared to be the only factor that could explain differences in males' and females' academic attainment. (Twenty-seven tables/figures are included. The bibliography contains 30 references. Appended is a table detailing responses to survey questions about parents' involvement in the secondary education of their high- and low-achieving male and female children.) (MN)

ED 443 014   CE 080 468

Rauch, Angela; Reinberg, Alexander
Qualification and Employment Opportunities. IAB Labour Market Research Topics No. 38.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developed Nations; Economic Change; Economic Climate; *Education Work Relationship; *Educational

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Behavioral Objectives; Competence; Competency Based Education; Educational Objectives; Employment Potential; Evaluation Criteria; *Job Skills; Job Training; Nurses; Nurses Aides; *Nursing; *Nursing Education; Occupational Clusters; *Performance Based Assessment; Postsecondary Education; Program Guides; Secondary Education; *State Standards; Statewide Planning; Student Certification; Student Evaluation; Vocational Education
IDENTIFIERS- *Illinois

These skill standards, developed through a consortium of educational and industry partners in Illinois, serve as guides to workforce preparation program providers to define content for their programs and to employers to establish the skills and standards necessary for job acquisition and performance. The skill standards include the following components for each skill defined: performance area; performance skill; skill standard; and performance elements and assessment criteria. This publication contains skill standards for medical office personnel defined on three levels (Certified Nursing Assistant, Licensed Practical Nurse, and Registered Nurse) by increasing level of difficulty. The skill standards are grouped in the following areas: (1) safety; (2) comfort; (3) physical care; (4) bedmaking; (5) nutrition; (6) elimination; (7) vital signs; (8) body mechanics; (9) admission and discharge; (10) patient test management; (11) surgical procedures; (12) treatments; (13) dressings; (14) nursing process; (15) medications; and (16) communication. Each area contains two-nine standards. The following items are appended: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Health and Services Subcouncil, and Nursing Cluster Standards Development Committee members; Health and Social Services; Subcouncil Nursing Services Cluster Recognition Proposal; and a list of workplace skills. (KC)

ED 443 031 CE 080 489

Illinois Occupational Skill Standards: Press Operations Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 00
NOTE- 85p.; For other Illinois Occupational Skill Standards, see CE 080 475-492.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Behavioral Objectives; Competence; Competency Based Education; Educational Objectives; Employment Potential; Equipment Maintenance; Evaluation Criteria; *Job Skills; Job Training; Occupational Clusters; *Performance Based Assessment; Postsecondary Education; Printed Materials; *Printing; Program Guides; Publishing Industry; Secondary Education; *State Standards; Statewide Planning; Student Certification; Student Evaluation; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Illinois

These skill standards, developed through a consortium of educational and industry partners in Illinois, serve as guides helping behavior when certain combinations of attitudes are given. (Contains 2 tables and 14 references.) (JDM)

ED 443 049   CG 030 122

Portman, Tarrell Awe Agahe
Inclusion of Qualitative Research: Content Analysis of ACA Journals.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Conference of the American Counseling Association (Washington, D.C., March 20-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; Counseling; Journal Articles; *Qualitative Research; *Scholarly Journals
IDENTIFIERS- *American Counseling Association

This paper provides descriptive statistics related to published articles which utilized qualitative methodologies in research studies, as well as conceptual articles pertaining to qualitative research methodologies. The articles examined covered the years 1967-1999. During the 32-year time period, 15 qualitative research articles were published. The greater percentage of these articles were published in volume 77 of the "Journal of Counseling and Development" (JCD) in 1999. These articles had multiple authors for the most part. All 15 articles were submitted by authors who were from different educational institutions. There was no repetition of authors or institutions within this group. There were 5 articles published that utilized mixed methodologies. These articles primarily focused on quantitative data in the study and utilized qualitative data as support for the quantitative data. The sample size for the qualitative research studies ranged from single case studies to a large group study in the mixed studies. The mean sample size including the large group was 44.5. Excluding the large group, the mean sample size was 28.4. Conceptual articles in JCD have embraced the use of qualitative research with specific counseling issues or populations. Using qualitative procedures in assessment has been discussed and rebutted in the JCD. (Contains 4 tables and 34 references.) (MKA)

ED 443 050   CG 030 125

Herron, Ron; Peter, Val J.
What's Right for Me? Making Good Choices in Relationships.
PUB DATE- 98
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Aggression; Anger; Bias; Bullying; Case Studies; *Interpersonal Relationship; Jealousy; Peer Influence; Sexuality; Violence

This book is designed to help adolescents deal with their interpersonal relationships. It utilizes personal stories of teenagers who have experienced difficulties in their own lives to discuss various issues. Specifically, this book discusses how teens can: set physical and emotional boundaries that make

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling Effectiveness; *Counselor Client Relationship; Counselor Role; Counselor Training; Ethics; Helping Relationship; Outcomes of Treatment; *Termination of Treatment; Therapy
IDENTIFIERS- Transference

Bringing therapy to an end too early or prolonging it can be equally counter-productive. This book explores the reasons for unsatisfactory endings and offers advice on avoiding them and achieving a timely conclusion to the therapy. Chapter 1 looks at the aims and outcomes of therapy, including the relief of symptoms and the management of loss or damage. Chapter 2 discusses the goal of resolving transference. Chapter 3 examines the vicissitudes of the therapeutic relationship when narcissism prevails in either or both partners at the pathological level. Chapter 4 looks at the ways in which patients take charge of the ending process, in opposition to the view of the therapist. Chapter 5 discusses the three identifiable areas why the therapist initiates the ending (personal circumstances, cannot or does not want to continue with client, mutually agreed upon endings). Chapter 6 deals with the underlying values that will enter into the therapist's decision to end therapy. Chapter 7 looks at the ethical principles and codes that govern the process of therapy for individuals and the profession. Chapter 8 discusses how the therapist will need to decide whether there are specific techniques that are appropriate for the ending phase and what may be the theoretical rationale for any difference that is made. Chapter 9 discusses the time-limited solution to how long therapy should last. Chapter 10 considers how training in psychotherapy looks at the ending process. The book concludes that the ending process in therapy is a difficult decision, and therapists need to understand that the ability to let go when the time comes is one of the primary achievements of any kind of therapy. (Contains 128 references.) (JDM)

ED 443 070 CG 030 182

Shapiro, Edward S., Ed.; Kratochwill, Thomas R., Ed.
Conducting School-Based Assessments of Child and Adolescent Behavior. The Guilford School Practitioner Series.
PUB DATE- 00
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Problems; Classroom Observation Techniques; Cultural Pluralism; Elementary Secondary Education; *Emotional Problems; *Evaluation; Interviews; Measures (Individuals); Parent Attitudes; Teacher Attitudes
IDENTIFIERS- Analogue Models; Multidimensional Approach; Self Monitoring; Self Report Measures

This guide brings educational practitioners up to date on how to administer and interpret a wide range of assessment methods for students presenting with emotional and behavioral difficulties. It offers insights and tools for K-12 practitioners and trainees in regular and special education. Delineating a concise conceptual framework, the first chapter reviews the a substantial amount of teaching should be done in fairly lengthy units with several specific features. He delineates these features in a four-part framework: generative topics; understanding goals; understanding performances; and ongoing assessment. Reading plays an important role in teaching for understanding in that much of the learning that students do as they come to understand a topic should and will come from reading. The influence of this orientation on the reading included in secondary classrooms is straightforward--generative topics and understanding goals should prompt much of the reading that students do. Attached are annotated lists of 22 references and 5 Web sites. (NKA)

ED 443 091 CS 014 031

Berger, Allen
Reaching Politicians through the Media.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Awareness; Elementary Secondary Education; *Literacy; *Mass Media; *Persuasive Discourse
IDENTIFIERS- *Educational Issues; Media Writing; *Policymakers; Writing Contexts

This paper focuses on using the media to reach the public and, through the public, politicians regarding literacy issues. The paper gives some tips gleaned from recent convention symposia about attracting the audience, such as involving students, teachers, or both in interviewing authors, announcing community calendars about literacy events, sharing success stories, having radio call-ins, and localizing national programs. It also lists some key points on how to write a one-page summary of a story to be covered in the media. The paper comments on some recent newspaper articles about education and notes that writing for the media can be hard work. It states that many times opinion pieces are returned and not used, but that one way to extend the effort to reach politicians is by encouraging everyone who writes an article for a professional journal to write the same article for the popular media. The paper asks whether literacy researchers and educators are ready, willing, and able to provide the answers sought by politicians and the public. (NKA)

ED 443 092 CS 014 032

Miller, Robert
Uniting Students To Subvert the Testing and Technology Craze.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; High School Students; High Schools; *School Publications; *Student Developed Materials; *Student Empowerment; *Testing
IDENTIFIERS- *Adviser Role; Educational Issues; *Literary Magazines; Mandated Tests; Technology Integration

This paper addresses the movement to "improve" schools by means of legislating mandatory testing and then publishing students' results in local newspapers and on the Internet. Students who learn how they can positively impact their children's success in school by reading aloud to them at home. A model session using a local story demonstrates read-aloud suggestions and techniques. This guide provides enough information to begin the important, fun, and easy activity at home. Other audio guides in the series are available in the Pacific languages of Carolinian, Chamorro, Chuukese, Hawaiian, Kosraean, Marshallese, Palauan, Pohnpeian, Samoan, Wolealan, and Yapese. (RS)

ED 443 113 CS 014 199

Tamoyose, Tremaine
Reading Aloud to Children. A Bilingual Audio Guide. English/Kosraean Audiotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 0p.; See CS 014 195-205 for other audio guides in the series.
LANGUAGE- English; Kusalean
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; Early Childhood Education; *Family Involvement; Models; *Parent Participation; Parent Student Relationship; *Reading Aloud to Others; Story Reading
IDENTIFIERS- Kusalean

One of a series of 10 English/Pacific language audiocassettes, this bilingual (English/Kosraean) audio guide explores the benefits of reading aloud to children. Family members will learn how they can positively impact their children's success in school by reading aloud to them at home. A model session using a local story demonstrates read-aloud suggestions and techniques. This guide provides enough information to begin the important, fun, and easy activity at home. Other audio guides in the series are available in the Pacific languages of Carolinian, Chamorro, Chuukese, Hawaiian, Ilocano, Marshallese, Palauan, Pohnpeian, Samoan, Wolealan, and Yapese. (RS)

ED 443 114 CS 014 200

Tamoyose, Tremaine
Reading Aloud to Children. A Bilingual Audio Guide. English/Marshallese Audiotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 0p.; See CS 014 195-205 for other audio guides in the series.
LANGUAGE- English; Marshallese
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; Early Childhood Education; *Family Involvement; Models; *Parent Participation; Parent Student Relationship; *Reading Aloud to Others; Story Reading
IDENTIFIERS- Marshallese

One of a series of 10 English/Pacific language audiocassettes, this bilingual (English/Marshallese) audio guide explores the

PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Techniques; *Competition; Curriculum Development; Curriculum Problems; Elementary Secondary Education; Learning Strategies; *Motivation Techniques; Public Schools; Self Concept; *Teacher Attitudes; Teacher Expectations of Students; *Teacher Student Relationship

Motivation is the ultimate product of many aspects of the school experience: significant relationships between teachers and students and among students; a meaningful, well-taught curriculum; teachers who maintain high expectations and look for ways to help each student connect to the curriculum; and opportunities for choice and self-evaluation that foster students' ownership of learning. This book posits that young children's natural motivation to learn will survive only in schools where the curriculum is worth learning; where students focus on learning (not on competition or grades); and where students feel valued, and, therefore, are disposed to care about the school's values, including learning. The job of schools is to help students develop a commitment to learning that sustains them even when a particular task seems too difficult or unappealing. They are most likely to develop this commitment in a school that meets their needs for belonging, contribution, and meaningful work. Research suggests that practitioners who shift away from systems of rewards and punishment and, instead, actively involve students in shaping classroom climate and learning promote both students' motivation to learn and their commitment to democratic values. (Contains 63 references.) (DFR)

ED 443 136   EA 029 964

McCarthy, Phillip D.; Webb, David C.
Final Report of the Commission To Study Providing Educators with More Authority To Remove Violent Students from Educational Settings.
PUB DATE- 99
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aggression; *Delinquency Prevention; *Discipline; Educational Responsibility; Elementary Secondary Education; Government Publications; Public Schools; *School Safety; *School Security; Standards; *Student Behavior
IDENTIFIERS- *Maine

The commission studied the establishment and effectiveness of district-wide school disciplinary policies and practices and developed a plan to address the growing concern of violence in the public schools. The following 11-point plan was presented, including key findings and recommendations: (1) adopting statewide student conduct and responsibility standards; (2) adopting local district-wide codes of conduct; (3) formulating mandatory crisis response plans; (4) enacting antihazing and antiharassment statutes to protect educational personnel; (5) providing teachers with greater input in the removal of disruptive and violent students and disciplinary and placement decisions; (6) providing timely reporting of student records between schools; (7) establishing a task force to study alternative programs and interventions; (8) providing certain juvenile crime/conviction information to school officials; (9) providing information to law enforcement; (10) providing immunity protections for school personnel; and (11) supporting

*Mid Continent Research for Education and Learning; Office of Educational Research and Improvement

The Comprehensive School Reform Demonstration (CSRD) network forums were convened by McREL to share CSRD implementation strategies, discuss issues relative to technical assistance needs and CSRD model implementation support, and strengthen communication and collaborative links between the SEAs and regional providers for coordinated service delivery. Twenty-nine participants attended the forum on July 27, 1999. Participants included CSRD SEA coordinators, model developers, regional service providers, and McREL staff. Each CSRD SEA coordinator had an opportunity to share state status reports, which are provided. Each Regional Service Provider presented a report and update on their sites. These updates helped identify additional services needed and strategies that might be used to support CSRD implementation in local sites. The model developer panel, representing three comprehensive school reform models ("Success for All," "Expeditionary Learning Outward Bound," and "The Global Institute for Maximizing Potential") gave general overviews of their models, discussed successes and ongoing challenges, and answered questions regarding implementation. Appendix A provides brief descriptive materials for these models. Appendix B contains "McREL Research Projects and Evaluation Guide." (DFR)

ED 443 157   EA 030 464

Fearnside, Rob
Quality Assurance in Victorian Schools: An Approach to School Improvement. The School Review Program in Victoria, Australia: An Evaluation.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Hong Kong, China, January 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Accountability; *Educational Assessment; *Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; Foreign Countries; Public Schools; *Student Improvement; Teacher Effectiveness
IDENTIFIERS- *Australia (Victoria)

The Victorian school accountability framework is designed specifically for Victorian public schooling in the 1990s. These schools have three chief characteristics: (1) a high level of school autonomy in operational decisions about research allocation, human-resource management, and staff selection; (2) a common framework for curriculum and assessment; and (3) school councils made up of parent, community, and staff representatives with significant control over school policy within broad government frameworks. The accountability framework has two main purposes: "to satisfy legitimate expectations of government about accountability for the outcomes of schooling, and to assist schools and teachers to improve standards of student learning." The review process includes two stages: school self-assessment and external verification. As part of its internal evaluation processes, the Office of Review invited school verification panel members to complete an evaluation survey. A total of 2,810 surveys were returned, and respondents are providing very strong endorsement program evaluation. Specific components of program coherence that are addressed include fee structures, credits, field experience, teaching experience, human relations, portfolio development, and review-panel assessment. (RJM)

ED 443 177 EA 030 498

Gay, Jim; Place, Will
Parental Involvement in School Governance: Emergence of a New Model?
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Decentralization; Elementary Secondary Education; *Governance; *Parent Participation; *Parent School Relationship; *Participative Decision Making; *School Based Management; School Organization

This paper examines the current state of parental involvement in site-based management (SBM) councils. It defines SBM as a formal alteration of the governance structure and as a form of decentralization that identifies the school as the primary unit of improvement. To assess SBM councils, surveys were mailed to 600 principals representing urban, suburban, and rural public schools. The surveys focused on governance structures and specifically addressed principals' perceptions of the degree of power given to parents. Results taken from 191 usable surveys indicate that 60.7 percent of principals reported parental representation on SBM councils. Of the 116 principals who reported parental involvement, 38 worked in urban settings, 30 in suburban settings, and 48 in rural settings. The number of parents on SBM councils varied: 22 percent of principals indicated that parents made up the majority of SBM members, whereas 78 percent of principals reported that parents were in the minority or were in equal numbers to school personnel. Findings show that SBM councils are able to involve parents in decisions regarding instruction and budgets. However, 87 percent of the principals indicated that parental influence is limited either by the principal having the final say or by the SBM council having a majority of certified staff members. (Contains 45 references.) (RJM)

ED 443 178 EA 030 499

Southworth, Geoff
School Leadership in English Schools at the Close of the 20th Century: Puzzles, Problems and Cultural Insights.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Institutional Evaluation; *Instructional Leadership; National Surveys; *Principals; Summative Evaluation
IDENTIFIERS- *England

DESCRIPTORS- *Accountability; Elementary Secondary Education; Federal Aid; *Federal Legislation; *Federal Programs; Government Publications; *Local Legislation; Performance Based Assessment; Public Schools; Standards; *State Boards of Education; *State Government

This study focuses on the work of state administrators of federal programs. It follows up on baseline information collected during late fall 1996 and early winter 1997, analyzing the ways in which state administrators have continued to respond to the new laws. The programs included in the follow-up study are as follows: the Goals 2000: Educate America Act; Title I-A: Improving Basic Programs Implemented by Local Educational Agencies; Title I-B: Even Start Family Literacy; Title I-C: Education of Migratory Children; Title I-D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, and At-Risk of Dropping Out; Title II: Eisenhower Professional Development Program; Title III, Subpart 2: Technology Literacy Challenge Fund; Title IV: Safe and Drug-Free Schools and Communities; and Title VI: Innovative Education Program Strategies. The study focuses on changes in program administration 4 years after the 1994 enactment of Goals 2000 and ESEA. Specifically, the study asks how state program managers are implementing the laws' provisions, how implementation has changed when compared with state practices under the predecessor programs, and what federal and state factors have influenced these changes. An appendix of survey instruments and a list of tables are provided. (DFR)

ED 443 200   EA 030 536

Ercetin, S. Sule
Organizational Visions of the Administrators in Turkish Elementary Schools for the 21st Century.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Role; *Curriculum Development; Discipline; Elementary Education; Foreign Countries; *Leadership Qualities; *Organizational Objectives; Parent Participation; *Principals; Public Schools
IDENTIFIERS- *Turkey (Ankara)

A study attempted to identify vision development and leadership characteristics of elementary school administrators in Ankara, Turkey. School administrators were asked to supply information about the following: (1) five characteristics that they like and dislike in their schools; (2) the internal and external obstacles affecting the operation of the schools; (3) the climate of the schools; and (4) characteristics of their ideal schools. Results indicated that school administrators perceived their schools similarly. The administrators depicted their ideal schools with the following characteristics: a school with a trained managerial team, local management, absence of political pressure, a quality education with a contemporary curriculum, the solution of economic and infrastructural problems, the management of discipline, and parents who are interested in the school and participate in school activities. (Contains 10 references.) (DFR)

ED 443 201   EA 030 558

Beatty, Brenda R.
Feeling Like a Leader: The Emotions of Leadership.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; *Educational Technology; Elementary Secondary Education; Federal Legislation; Financial Support; *Individualized Education Programs; State Agencies; *Student Evaluation

This brochure is intended to inform parents and educators regarding the use of assistive technology devices and services in the special education evaluation process and programming. It is designed to help team participants develop the student's Individualized Education Program (IEP). Topics covered include: (1) the federal definition of assistive technology devices and services; (2) legal responsibilities of the school district; (3) multidisciplinary team meetings; (4) student evaluation; (5) IEP development; (6) IEP implementation; (7) IEP review; (8) assistive technology training; and (9) assistive technology funding. The brochure closes with answers to frequently asked questions on assistive technology. A list of North Dakota assistive technology resources is also provided. (CR)

ED 443 222 EC 307 915

Ekblad, Alan, Ed.; Anderson, Lori, Ed.; Newborg, Jean, Ed.
Early Childhood Special Education for Children with Disabilities, Ages Three through Five: An Introduction. Revised.
PUB DATE- 99
NOTE- 18p.; For the January 1996 version, see ED 418 517. Foreword by Gary Gronberg.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Delivery Systems; *Disabilities; Early Childhood Education; Educational Philosophy; *Educational Practices; *Evaluation Criteria; *Mainstreaming; Multicultural Education; Professional Development; *Program Evaluation; *Special Education; State Standards; Transitional Programs
IDENTIFIERS- North Dakota; *Related Services

This introduction to a reference guide for early childhood special education personnel in North Dakota discusses the purpose of the guidelines, the North Dakota philosophy on the importance of early intervention programs, and quality indicators of early intervention programs. The highlighted quality indicators of early childhood programs include: (1) providing opportunities for young children with disabilities to be educated with same-age peers without disabilities; (2) providing services in a variety of settings with an emphasis on utilizing the least restrictive learning environment for each child; (3) providing services that reflect interagency and interdisciplinary cooperation and coordination; (4) actively involving parents in every aspect of the educational process; (5) providing services that are developmentally appropriate and address how the child's disability affects access to those activities; (6) providing services that value cultural diversity; (7) promoting interagency collaboration to ensure smooth transitions; (8) utilizing comprehensive program evaluation models to evaluate the local programs in terms of standards for program quality; and (9) providing ongoing staff development inservice training opportunities. (CR)

ED 443 223 EC 307 916

supporting caregiver-interactions in culturally responsive ways. The modules and objectives of the PLAI curriculum are outlined and include: (1) understanding infant cues; (2) identifying high and low preference objects, persons, and events; (3) establishing predictable routines; (4) establishing turn-taking; and (5) encouraging communicative initiations. Findings from Project PLAI are discussed and indicate strong support for the effectiveness of the PLAI curriculum. (CR)

ED 443 243 EC 307 938

Zuo, Li
Importance of Personality in Gifted Children's Identity Formation.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Biological Influences; *Career Choice; Children; *Gifted; *Identification (Psychology); Life Satisfaction; *Performance Factors; *Personality Traits; Self Concept; *Self Esteem

This paper discusses the outcomes of a study that examined the importance of personality to identity formation in Terman's sample of 1,528 intellectually gifted children in 1936 and 1940. Based on the children's responses to questions concerning their occupational choice and factors that influenced their decision, participants were classified into one of the following four identity statuses; (1) Identity Achievement; (2) Moratorium, which indicated a participant had a definite occupational goal in mind but the current occupation was not yet the choice for life work; (3) Foreclosure, which indicated the person had a definite goal and a choice for life work, but the commitment was made because of family or ethnic background, family influences, or because previous dreams were made impossible by circumstances; and (4) Diffusion, which indicated the person had no goals nor commitment to any occupation as life work. Comparisons among the four identity statuses and between the two subgroups that followed progressive and regressive pathways in their identity development demonstrated the differences in personality characteristics. Positive traits such as perseverance, purposfulness, desire to excel, and self-confidence were found conducive to the successful identity formation and to the adoption of the progressive pathway in identity development. (Contains 43 references and five tables.) (CR)

ED 443 244 EC 307 939

Sugai, George; Horner, Robert H.; Dunlap, Glen; Hieneman, Meme; Lewis, Timothy J.; Nelson, C. Michael; Scott, Terrance; Liaupsin, Carl; Sailor, Wayne; Turnbull, Ann P.; Turnbull, H. Rutherford, III; Wickham, Donna; Ruef, Michael; Wilcox, Brennan
Applying Positive Behavioral Support and Functional Behavioral Assessment in Schools. Technical Assistance Guide 1, Version 1.4.3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE- 99
NOTE- 24p.

described, and tips are provided for parents for successful IEP team meetings. Questions are also provided that should be answered as part of the IEP development process. The booklet closes with IEP development checklists for parents, teachers, and students. (CR)

ED 443 263 EC 307 959

Gorn, Susan

What Do I Do When...The Answer Book on Assessing, Testing and Graduating Students with Disabilities.

PUB DATE- 00

NOTE- 100p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Accommodations (Disabilities); Academic Standards; College Students; *Commencement Ceremonies; Court Litigation; *Disabilities; Disability Identification; Educational Legislation; Educational Testing; Elementary Secondary Education; Evaluation Methods; Federal Legislation; Grades (Scholastic); *Grading; Graduation; *Graduation Requirements; Higher Education; Inclusive Schools; *Report Cards; School Districts; *Student Evaluation; Tests

IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; Rehabilitation Act 1973 (Section 504); *Testing Accommodations (Disabilities)

This book provides information, presented in a question-and-answer format, on how schools should educate and accommodate students with disabilities participating in the general curriculum while preserving district-wide standards for all students. It reviews in detail the controlling directives of both the Individuals with Disabilities Education Act 1997 and Section 504 of the Rehabilitation Act of 1973 as they concern assessment, evaluation, and graduation of students with disabilities. The answers in the book are based upon federal statutes and regulations, judicial decisions, and administrative interpretations by the U.S. Department of Education. Specific chapters include: (1) "Testing Accommodations, Generally"; (2) "Identifying Students with Disabilities Who Require Testing Accommodations"; (3) "Testing Accommodations and Services for College-Bound Students with Disabilities"; (4) "Measuring Progress and Assigning Grades for Students with Disabilities"; (5) "Regular Education Report Cards and IEP Report Cards for Students with Disabilities"; (6) "Participation of Students with Disabilities in General Statewide Assessments"; (7) "Alternate Assessments"; (8) "High School Exit Examinations"; (9) "Graduation and FAPE"; and (10) "Pomp and Circumstance," which addresses participation in graduation ceremonies. An appendix includes a summary of Guckenberger v. Boston University, a case concerning accommodations for students with learning disabilities at Boston University. (Chapters contain references.) (CR)

ED 443 264 EC [illegible]7 960

Gorn, Susan

What Do I Do When...The Answer Book on Discipline.

PUB DATE- 99

NOTE- 327p.; Cover reads, "Complete Coverage of 1999 IDEA Regulations."

Strasser, Katherine; Sulzby, Elizabeth
Transfer of Word Recognition Strategies from Instructed to Non-Instructed Language in Spanish-English Bilingual First-Graders.
PUB DATE- 00
NOTE- 22p.; Paper presented at Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; Elementary School Students; *Emergent Literacy; *English (Second Language); *Grade 1; *Learning Strategies; Phonology; Primary Education; Reading Instruction; Second Language Instruction; Second Language Learning; Spanish Speaking; *Transfer of Training; *Word Recognition
IDENTIFIERS- Orthography

This study describes the use of word recognition strategies by Spanish-English bilingual first graders in their non-instructed language. The behaviors of 35 first graders are described when they were asked to read in the language in which they had not received systematic reading instruction. Seven word recognition strategies used by children when reading in their non-instructed language were identified. The analysis of frequencies of each strategy revealed differences between the two language groups, which can be attributed to differences in the children's language knowledge and different language orthographies. One of the most important conclusions of this study is the finding that children have spontaneous approaches to reading in a language in which they have not been instructed. The study of prior conceptions is a common activity in other educational fields, such as science education, but it is rare in the area of second language acquisition. Following the logic of the emergent literacy field, understanding these preconceptions, whatever their source, is relevant for instruction, either to build on them when they are correct, or to explicitly correct them when they are wrong. (Contains 35 references.) (KFT)

ED 443 286 FL 026 324

Lindberg, Carl-Erik, Ed.; Lund, Steffen Nordahl, Ed.
Scandinavian Conference of Linguistics. Volumes I and II (17th, Nyborg, Denmark, August 20-22, 1998). Odense Working Papers in Language and Communication.
PUB DATE- 00
NOTE- 460p.
LANGUAGE- English; German; Danish
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Applied Linguistics; Cognitive Processes; Communicative Competence (Languages); Computer Uses in Education; Danish; English (Second Language); Estonian; Finnish; Foreign Countries; German; *Grammar; Norwegian; Oral Language; Portuguese; Second Language Instruction; Second Language Learning; Sociolinguistics; Swedish; Syntax; *Uncommonly Taught Languages
IDENTIFIERS- Denmark; Estonia; Finland; Germany; Grice (H P); Norway; Portugal; Sweden

The two volumes of these working papers include articles by linguists from Scandinavia and other parts of the world. Under the heading, "The Use of IT in Grammatical Analysis/Parsing"

PUB DATE- 92
NOTE- 20p.; Paper presented at the Annual European Association for Institutional Research Forum on Institutional Research (14th, Brussels, Belgium, September 6-9, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; College Presidents; Continuing Education; Higher Education; Inservice Education; *Institutional Cooperation; International Cooperation; *Leadership Training; Management Development; *Professional Development; Professional Training; Seminars

This paper argues that meeting the challenges and opportunities of the 21st century will require significant changes in organizational and institutional leadership, and that universities worldwide must accept greater responsibility for the training and development of administrative leaders. Universities must develop cooperative strategies and programs that appreciate common problems, issues, and concerns, since the effectiveness of administrative leadership is increasingly dependent on forms of inter-institutional and cross-cultural cooperation that are crucial to the effectiveness and vitality of universities as leading institutions in western civilization. In the United States, recruitment, selection, and appointment of administrative leaders is costly and time-consuming, and the process can appear capricious and whimsical. Policies under which administrative leaders are appointed and premises upon which they are recruited and selected are often contradictory. The training and development of institutional leaders is also left to others. A great variety and abundance of leadership development programs is available; instructional strategies for educating and developing administrative leaders include: inservice development programs, administrative development seminars, administrative team leadership, continuing professional education, and intercultural cooperation. Cooperation among universities and other higher education institutions is essential to solving educational problems that impede the U.S. cultural and technological advancement. (Contains 15 references.) (SM)

ED 443 306 HE 033 060

Fincher, Cameron
Changes in Institutional Characteristics as a Function of Selective Admissions.
PUB DATE- 93
NOTE- 16p.; "Reprinted with slight modifications from Clarence H. Bagley (Ed.), Research on Academic Input: Proceedings of Annual Forum of the Association for Institutional Research (6th, May 1996)."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Admission Criteria; *College Admission; College Freshmen; Course Selection (Students); Degrees (Academic); Enrollment Trends; Higher Education; *Institutional Characteristics; *Selective Admission; Student Characteristics

This paper examines the role played by the adoption of a stringent admissions policy in the rapid transition of a large, open-door, senior college located in a metropolitan area in the analysis through a process of scanning and conversion to HyperRESEARCH formats, creating categories and codes that reflected Deweyan multiculturalism. Six major themes emerged from the content analysis: representation and cultural pluralism; communication; others' experience as subject matter; students' engagement with or interest in subject matter; and learning relationships. The study found that all four institutions publicly adhere, in varying degrees, to traditional definitions of liberal learning; all remain fundamentally tied to liberal ideas about community and difference and generally understand multiculturalism as primarily enumerative, developmental for students, and peripheral to the liberal curriculum and the institutional mission. Effective communication of difference was inadequate at three of the four institutions. (Contains 15 references.) (SM)

ED 443 325   HE 033 080

Stephens, Jason M.; Colby, Anne; Ehrlich, Tom; Beaumont, Elizabeth
Higher Education and the Development of Moral and Civic Responsibility: Vision and Practice in Three Contexts.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; College Role; College Students; Community Action; Democratic Values; Ethical Instruction; Higher Education; *Moral Values; *Partnerships in Education; Public Affairs Education; School Community Relationship; Social Responsibility; Student Development; *Values Education
IDENTIFIERS- Air Force Academy CO; California State University Monterey Bay; Carnegie Foundation for Advancement of Teaching; *Character Development; *Spiritual Development; University of Notre Dame IN

This paper grows out of a project under the auspices of the Carnegie Foundation for the Advancement of Teaching which seeks to strengthen the means for American higher education to prepare morally thoughtful, committed, and socially responsible citizens. This study examines the experiences of three institutions that recognize the importance of developing students' moral and civic responsibility. At California State University at Monterey Bay, moral and civic development are central elements in guiding the university and animate all aspects of the institution. The United States Air Force Academy (Colorado) emphasizes development of character and honor in the context of preparing military officers. Its central goal is to produce Air Force officers of integrity, honor, and mutual respect, who will be effective in working together across differences and capable of making independent moral judgments. The University of Notre Dame (Indiana) emphasizes students' moral and spiritual development. Faculty feel free to discuss moral and civic issues, even in classes not traditionally seen as offering opportunities for such discussions. The study finds a strong movement toward reinvigorating higher education's civic and democratic mission, and notes that increasingly colleges and universities are developing community-university partnerships around schooling, discourse about public issues, youth programs, and the like. (Contains 40 references.) (SM)

NOTE- 51p.; For other Working Papers, see HE 033 099-100.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Responsibility; College Faculty; *College Role; College Students; Colleges; Consciousness Raising; Cooperative Planning; Cultural Activities; Curriculum Development; *Educational Responsibility; Experiential Learning; Higher Education; Institutes (Training Programs); Interdisciplinary Approach; Land Grant Universities; Leadership; *Outreach Programs; *School Community Relationship; *School Responsibility; Service Learning; Student Volunteers
IDENTIFIERS- Faculty Service

This paper considers how colleges and universities can best fulfill the commitment of service to external communities, broadly defined to include local, national, and international concerns. Data come from interviews with key institutional representatives. The first section of the paper offers specific examples of how various colleges and universities link their activities to external communities through: (1) responsive curricula (ethics courses, "break" programs, first-year programs, capstone courses); (2) cooperative extension and continuing education programs; (3) clinical programs and field-based learning opportunities for students in professional programs; (4) administrative initiatives (service on local boards, speaking at public/private events); (5) centralized administrative-academic units with outreach missions; (6) academically based centers that support outreach activities (related to specific fields or problems); (7) encouraging individual faculty member professional service and outreach; (8) student initiatives; (9) institutional initiatives designed to have an economic or political impact (low interest mortgages to faculty members and staff, purchasing from minority-owned companies); and (10) providing public access to facilities and cultural events. The second part of the paper focuses on strategies to enhance civic life on campus, including: leadership; ideas that "fit" community needs; institutional support for such efforts; collaboration; and political "savvy." (Contains 30 references.) (SM)

ED 443 345 HE 033 102

Stams, Geert-Jan J. M.; Biesta, Gert J. J.
Towards a Postmodern Theory of Moral Education. Part I: Clearing the Terrain.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Ethical Instruction; Ethics; Higher Education; Intention; *Moral Development; *Moral Values; Postmodernism; Values
IDENTIFIERS- Empirical Research; Justice Reasoning; *Kohlberg (Lawrence); Kohlberg Moral Dilemmas

NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Capitalism; Discourse Analysis; Educational History; Educational Policy; Educational Research; Foundations of Education; Higher Education; Institutional Role; Knowledge Level; Political Correctness; Political Influences; Political Issues; Political Science; Political Socialization; *Politics of Education; Postsecondary Education as a Field of Study; Social Science Research

This collection of essays is authored by social scientists who are concerned primarily with relationships between academic knowledge and political power, rethinking the traditional view of politics and science as mutually exclusive fields of study. Chapters are organized into three parts: "Introduction"; "The Institutional Politics of Knowledge Production"; and "Prospects of the University in Late Capitalism". Chapter titles are: (1) "Academic Knowledge and Political Power in Late Capitalist Societies" (Richard Harvey Brown and J. Daniel Schubert); (2) "Democracy and Capitalism in the Academy: The Commercialization of American Higher Education" (Richard Harvey Brown and Remi Clignet); (3) "Science as a Vocation: Circa 2000" (Steven Fuller); (4) "Intellectual Discourse in the Academy and Society: Interpretation, Legitimation, and the Rise of Management Talk" (Karl-Michael Brunner, Johanna Hofbauer, and Gerald Prabitz); (5) "Leisure and the Intellectuals: The End of the Legislator?" (Hans Mommaas); (6) "Academy and Asylum: Power, Knowledge, and Mental Disability" (John P. Radford); (7) "The Ivory Commonwealth: Higher Education beyond Pure Commerce" (Manfred Stanley); (8) "Toward a Relegitimation of Higher Education: Reinvigorating the Humanities and Social Sciences" (Grahame F. Thompson); (9) "Objectivity, Relativism, and the Public Authority of the Scholar" (David R. Shumway); and (10) "The Erotics of Academic Conversation: Love, Ethics, and Reason in Scholarly and Civic Discourse" (Richard Harvey Brown). (All chapters contain references.) (RH)

ED 443 364 HE 033 129

King, Jacqueline E.
Money Matters: The Impact of Race/Ethnicity and Gender on How Students Pay for College.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Asian American Students; Black Students; *College Bound Students; *Educational Finance; Ethnic Groups; Females; Full Time Students; Higher Education; Hispanic Americans; Males; Minority Groups; *Part Time Students; *Paying for College; *Racial Differences; Sex; *Student Characteristics; Student Costs; Student Employment; Student Financial Aid; Student Loan Programs; Student Surveys
IDENTIFIERS- African Americans; American Indian Students; Latinos; National Postsecondary Student Aid Study

This report describes how students from the major racial/ethnic groups and of different genders pay for college, identifying background characteristics that influence how students finance their education. Data for the study comes from the 1995-96 National Postsecondary Student Aid Study (NPSAS:96), conducted by the U.S. Department of Education. The report is organized in components: expanding access to education; the realization that one-size-fits-all curricula limit the effectiveness of education; the individualized nature of instruction; time and place independence of students and teachers; and cultivation of an academic community that is parallel to and integrated with the parent institution. Contains 17 references. (MES)

ED 443 382 IR 020 083

Kennedy, Cathleen
Implications for New Pedagogy in Higher Education: Can Online Technology Enhance Student Engagement & Learning?
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; Educational Practices; *Educational Technology; Higher Education; Instructional Effectiveness; *Instructional Improvement; *Learning; *Online Systems; Teaching Methods
IDENTIFIERS- *Student Engagement

This paper describes the author's research on online higher education. Engagement, online technology, and learning are introduced as three components of online education. The following two research questions are presented: To what extent can we discover factors or dimensions of learning predictive of success in online courses? and To what extent can student achievement in online courses be improved through specific pedagogies used in online courses? Studies, articles, white papers, and miscellany are listed. Contains 17 references. (MES)

ED 443 383 IR 020 084

McGraw, Tammy M.; Ross, John D.
Distance-Based and Distributed Learning: A Decision Tool for Education Leaders.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Evaluation; Decision Making; *Distance Education; Educational Strategies; Educational Technology; Flow Charts; *Instructional Design; *Instructional Development; Instructional Effectiveness; Instructional Improvement; Instructional Leadership; Needs Assessment
IDENTIFIERS- *Course Development; Decision Models

This decision tool presents a progression of data collection and decision-making strategies that can increase the effectiveness of distance-based or distributed learning instruction. A narrative and flow chart cover the following steps: (1) basic assumptions, including purpose of instruction, market scan, and financial resources; (2) needs assessment, including learner profile and technology infrastructure; (3) content definition/instructional analysis, including curriculum model, instructional goals, instructional objectives, and assessments; (4) instructional strategy, including course map/sequencing of effects of pair agreement or disagreement, and unequal participation within the pairs. The pro/con texts, coding schemes, and data tables are appended. (Contains 13 references.) (MES)

ED 443 402 IR 020 312

Suomala, Jyrki; Alamaki, Ari; Alajaaski, Jarkko
Students' Problem-Solving in a Complex Technology-Based Learning Environment.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction; Cooperative Learning; *Discovery Learning; Educational Technology; Foreign Countries; Grade 5; *Instructional Design; Instructional Effectiveness; Intermediate Grades; Learning Strategies; *Problem Solving; Programming; Teaching Models
IDENTIFIERS- Cognitive Conflict; Finland; *Learning Environments; LOGO Programming Language; *Mediated Instruction; Technology Based Instruction

The goals of this study were to investigate problem-solving in a context that requires a rich interaction among social, motivational, and cognitive processes and to compare the effects of the mediated and discovery models of learning on students' problem-solving processes in the complex technology-based learning environment. Subjects were 88 Finnish fifth-grade students. Two research groups underwent different instructional procedures: the mediated group received Logo-programming teaching according to the mediated model; and the discovery group was taught according to the discovery model. The essential difference between the groups was that the goal was set by the teacher in the mediated group, whereas in the discovery group, students set the goal. After the teaching period, students participated in the experimental phase, which consisted of an open authentic Logo problem-solving task. Students' problem-solving processes were videotaped and analyzed according to the following factors: (1) cognitive conflict solving, including attempt to resolve cognitive conflict, failure/success in resolving of cognitive conflicts, persistence, performance components, and monitoring solution processes; (2) cooperation with teacher, including cooperation with the teacher, cooperation with another child, assistance seeking, and selecting performance components; and (3) explicit planning, including rule determination, self-directed work, expressing pleasure, deciding on the nature of the problem, and combining performance components. (Contains 16 references.) (MES)

ED 443 403 IR 020 313

Buck, George H.
The Y1K Situation: Gerbert's Instructional Devices, Their Influence, and Possible Parallels to the Present.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English

including the development of new skills and competencies; (2) training for improved competitiveness, employability, and shared prosperity; (3) youth employment and training; and (4) training policy and system change, including governance, dialogue, and new partnerships. The report offers the following four conclusions: (1) all countries will feel the impact of these changes; (2) older, more mature economies with skilled workers may resist change and suffer from a mismatch between skills and needs, and so need to stress education and training and make them more widely available in order to maintain employability and productivity over a lifetime; (3) in developing countries, more workers need to be educated so that they are not forced into unemployment, and young workers are most likely to benefit from training programs undertaken in a well-established institutional context; and (4) in all countries, major structural reforms are needed to adapt training continuously to the changing nature and dynamics of labor markets and to improve access to training for everybody throughout life. The report raises points for discussion of the role of human resources development in all types of economies. (KC)

ED 442 925 CE 080 165

Horsman, Jenny
Too Scared To Learn: Women, Violence, and Education.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 99
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Literacy; Adult Students; Anxiety; *Battered Women; Child Abuse; *Classroom Techniques; Counseling; Developed Nations; Educational Change; *Family Violence; *Fear; *Females; Foreign Countries; *Literacy Education; Neurosis; Teaching Methods
IDENTIFIERS- Canada

Based on research with literacy learners, instructors, and practicing therapists, this book re-examines learning through a lens focused on the prevalence of and effects of violence in women's lives. Section 1, "Canaries in the Mine," highlights a shift away from seeing those who have experienced violence as damaged and towards recognizing their warning that current levels of violence are not healthy. Chapters 1-3 provide information on the research, place the stance of the book as "beyond deficit thinking," provide theoretical background to support questioning common framings of violence, and introduce many forms of violence and the ways they can affect education to support an insistence that trauma in education, particularly in adult literacy settings, be recognized. Chapters 4-6 in Section 2, "Learning in the Context of Trauma," explore complex ways in which the aftermath of violence might be present in the classroom and suggest approaches to enhance learning for all learners. Chapters 7-8 in Section 3, "Bearing Witness," explore: (1) various ways of creating connections between literacy and counseling that support current and new program models; and (2) the experience of bearing witness and the burden it places on educators, arguing for recognition and support. Chapter 9 in Section 4, "Pulling It All Together," confirms the changes needed in education and society and stresses the urgency with which policymakers and educators must

This working paper is a product of a regional study in industrial South Wales of the determinants of participation and non-participation in post-compulsory education and training, with special reference to processes of change in the patterns of these determinants over time and to variations between geographical areas. Discussion begins with an examination of the way in which the official discourse of the learning society is dominated by a particular social theory of lifelong learning, called human capital theory. It demonstrates that human capital theory involves an unwarranted abstraction of economic behavior from social relations more widely, maintaining that participation in lifetime learning cannot be understood in terms of the narrow calculation of utility maximization. This critique provides the basis for the development of the lineaments of a theoretical account in which learning behavior is conceived as the product of individual calculation and active choice, but within parameters set by both access to learning opportunities and collective norms--parameters that vary systematically over space and time so that place and history must accordingly play a central role in any adequate theorization. The paper concludes that this kind of theoretical approach has important implications for empirical research and strategies aimed at creating a learning society. (Contains 49 references and 16 notes.) (YLB)

ED 442 944 CE 080 333

Gorard, Stephen; Rees, Gareth; Fevre, Ralph; Furlong, John
Lifetime Learning Trajectories: Close Encounters of Five Kinds. Patterns of Participation in Adult Education and Training. Working Paper 7.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 97
NOTE- 44p.; A Cardoff and Bristol University ESRC-Funded Learning Society Project. Also funded by the Gwent, Mid Glamorgan, and West Wales Training Enterprise Councils. For other working papers, CE 080 328-341 and CE 080 402.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Attendance Patterns; Developed Nations; Educational Research; Foreign Countries; Job Training; *Lifelong Learning; *Participant Characteristics; *Participation; Postsecondary Education; *Predictor Variables; Statistical Analysis; Student Motivation; Vocational Education
IDENTIFIERS- *Learning Patterns; *Wales (South)

This working paper is a product of a regional study in industrial South Wales of the determinants of participation and non-participation in post-compulsory education and training, with special reference to processes of change in the patterns of these determinants over time and to variations between geographical areas. This paper describes the notion of learning trajectories and considers determinants of an individual's participation in education or training. It discusses a door-to-door survey of 1,104 householders in industrial South Wales to obtain their life work and educational histories that were analyzed to identify trajectories--characteristic patterns of participation and non-participation in post-compulsory education and training. These 5 categories with 11 trajectories are identified: disaffected learner (non-learner, near non-learner); delayed learner (delayed learner, deferred student, twilight learners); transitional learner (false-start trainee,

identification with the ideals of the majority culture were associated with high levels of career resilience. The regression model was not significant for Hispanic students. (Contains 56 references.) (MN)

ED 442 960 CE 080 368

Smith, Lola B.
Perspectives from the Field: The Socialization of Females with Regard to a Technology-Related Career.
PUB DATE- 00
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Career Development; Career Education; Case Studies; Change Strategies; College Faculty; Cultural Influences; *Education Work Relationship; Educational Attitudes; Educational Needs; Elementary Secondary Education; *Employed Women; Enrollment Influences; Graduate Students; Higher Education; Literature Reviews; Needs Assessment; *Nontraditional Occupations; Parent Role; *Performance Factors; Postsecondary Education; Social Influences; *Socialization; Success; Teacher Role; *Technical Education; Technical Occupations; Womens Education; Work Attitudes

Despite the continuing expansion of high-tech job opportunities, the literature indicates that many women are still socialized away from technology careers. The experiences of 12 women who have taken technological career paths and excelled in their fields were examined to identify factors that might have contributed to their excellence. The 12 women were "purposefully" selected to include 6 "guides" (college-level teachers and women who have achieved managerial and/or artistic status in high-tech industries) and 6 "pathtakers" (graduate students in technological fields). During in-depth interviews, the women attributed their success in a mathematical, scientific, or technological (MST) profession to the following factors: awareness of and interest in technical fields; encouragement of self-esteem; and encouragement of cognitive growth. It was recommended that parents and educators encourage females to pursue MST careers by taking the initiative to be proactive in helping girls understand from early childhood that women have a place in MST careers. Parents and educators can also work to change the negative perception of MST professionals as cold, nonnurturing people. Activities promoting development of the following skills and behaviors can be infused into girls' learning and play: critical thinking, reflective thinking, teamwork, question asking, and risk taking. (Contains 81 references.) (MN)

ED 442 961 CE 080 369

Krumboltz, John D.; Vidalakis, Nicole; Tyson, James
Virtual Job Experience: Try before You Choose.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advertising; Career Choice; *Career Education;

and teacher surveys; checklist listing workplace skills and career development competencies adopted by the Illinois State Board of Education as part of the Illinois Learning Standards; and a cooperative education evaluation form.) (MN)

ED 442 979   CE 080 406

Ediger, Marlow
Vocational Education in the Elementary School.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Career Education; Career Exploration; Educational Needs; *Educational Objectives; *Educational Quality; Elementary Education; *Elementary School Students; Guidelines; *Integrated Curriculum; Needs Assessment; Position Papers; Units of Study; *Vocational Education

The processes of learning about and exploring different vocations should begin in elementary school. Elementary school teachers and administrators planning career education must be careful to develop sequential objectives that are achievable, challenging, and tailored to students' interests. Elementary-level career education may emphasize separate units of study or be integrated into ongoing units of study. Objectives of elementary-level career education can include helping students achieve the following goals: become responsible, caring individuals; develop habits of cleanliness; develop good human relations skills; learn to balance personal and societal needs; and learn to think effectively and make decisions. Because they may well become vital in students' career education, the language arts, mathematics, social studies, science, health, and music and art must all be integrated with career education. Elementary-age students also need ample opportunities to experience vital careers in separate and/or integrated units of study, including through the following activities: (1) listening to community members discuss their careers; (2) developing scrapbooks illustrating different careers in the societal arena; (3) participating in role-playing activities; (4) developing collages and murals showing salient careers; (5) researching careers of interest at their individual development level; and (6) taking excursions to observe significant careers firsthand. (MN)

ED 442 980   CE 080 407

Fagnoni, Cynthia M.
Welfare Reform: Work-Site-Based Activities Can Play an Important Role in TANF Programs. Report to Congressional Requesters.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Case Studies; *Education Work Relationship; Educational Finance; Educational Legislation; Federal Legislation; Financial Support; Learning Activities; National Surveys; Outcomes of Education; *Program Administration; Program Effectiveness; *Welfare Recipients; *Work Experience Programs
IDENTIFIERS- *Temporary Assistance for Needy Families; Welfare Reform; *Welfare to Work Programs

transformative learning by participating in some kind of action or practice. Ivey and Ivey proposed a five-stage interview structure involving numerous intentional interviewing skills, including the following: summarization, open questions, positive feedback, and supportive confrontation. The interviewing skills discussed by Ivey and Ivey and Brookfield's Critical Path Audit were used to develop a five-stage model to facilitate critical reflection in the context of one-on-one interview settings. The model assumes that such interviews are components of a transformative learning program that involves learners in action/practice. The five stages of the model are as follows: (1) structuring and modeling critical reflection; (2) reviewing the practice for identification and detailed description of a critical incident; (3) identifying the practitioner's vision of "the ideal" with regard to the critical incident; (4) surfacing and exploring the unquestioned assumptions underlying the practitioner's notion of "the ideal" and, when appropriate, generating alternative assumptions; and (5) determining how the practitioner's ideal has evolved in light of the critical reflection and how his or her response to incidents similar to the one analyzed will change. (The model's application has been illustrated with an example.) (MN)

ED 442 997 CE 080 445

Ideas That Work.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Adult Education; Annotated Bibliographies; Citizen Participation; Community Development; *Economic Development; *Education Work Relationship; *Educational Improvement; Educational Objectives; Educational Practices; Federal State Relationship; Health Promotion; *Labor Force Development; Leadership; Outcomes of Education; Partnerships in Education; Postsecondary Education; Program Descriptions; Program Development; Program Effectiveness; *Regional Planning; Secondary Education; Sustainable Development; *Vocational Education
IDENTIFIERS- *Appalachia; Infrastructure

This document profiles successful projects designed to develop Appalachia's labor force, economy, and educational opportunities. The 86 project profiles provided are grouped by the following five goals that were established for the region by the Appalachian Regional Commission: (1) Appalachian residents will have the skills and knowledge necessary to compete in the world economy in the 21st century; (2) Appalachian residents will have the physical infrastructure necessary for self-sustaining economic development and improved quality of life; (3) the people and organizations of Appalachia will have the vision and capacity to mobilize and work together for sustained economic progress and improvement of their communities; (4) Appalachian residents will have access to financial and technical resources to help build dynamic and self-sustaining local economies; and (5) Appalachian residents will have access to affordable, quality health care. Included in the document are profiles of projects in the following states: Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and West Virginia. Each profile includes a brief description of the project's objectives, participants, Attainment; *Employment Opportunities; *Employment Patterns; Employment Qualifications; Foreign Countries; *Geographic Regions; Labor Market; Outcomes of Education; Postsecondary Education; Secondary Education; *Sex Differences; Trend Analysis; Unemployment; Vocational Education

IDENTIFIERS- *Germany

Official German unemployment statistics were analyzed along with data from Germany's microcensus and other published sources to identify recent labor market trends and to clarify the relationship between qualifications and employment opportunities in the new German economy. The analysis revealed that, as has been true for years, the lower the qualification levels of Germans, the poorer their position in the labor market. Whereas university and polytechnic graduates were able to gain jobs continuously throughout the 1990s, the labor market opportunities of Germans without a vocational training qualification deteriorated steadily. In 1997, nearly one in four people in western Germany and one in two people in eastern Germany with no vocational qualification were unemployed. Sharp decreases in opportunities in the manufacturing sector have occurred throughout Germany. Western Germany has gained nearly 1.3 million jobs in the service sector; however, similar increases have not occurred in Germany's eastern regions. Since Germany's reunification, the labor market situation of men in the old Lander has deteriorated considerably. In the new Lander, on the other hand, the decline in employment hit women hardest (at least until the mid-1990s). (The bibliography contains 27 references. Appended are tables detailing qualification-specific unemployment rates by gender, region, and qualification level.) (MN)

ED 443 015   CE 080 473

Program Standards for Business: What Wisconsin Students Should Know and Be Able To Do in Business.

PUB DATE- 00

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Standards; Access to Education; Advisory Committees; Articulation (Education); Business Administration; *Business Education; Business Skills; Economics; Education Work Relationship; Educational Needs; *Educational Objectives; Educational Principles; Elementary Secondary Education; Employment Qualifications; Experiential Learning; Information Technology; Integrated Curriculum; Leadership Training; Middle Schools; Position Papers; School Business Relationship; *State Standards; Statewide Planning; *Student Certification; Work Experience Programs

IDENTIFIERS- *Wisconsin

Wisconsin's Department of Public Instruction has outlined a business education program that includes training in information technology (IT) in grades K-4 and training in IT and management in grades 5-8. In grades 9-12, Wisconsin students receive training in IT, management, and financial services. Students in grades 9-12 also have opportunities to participate in work- and school-based learning programs, including cooperative business education, employability skills training, youth apprenticeships, and specialty certification courses. The following are among the beliefs held by the Wisconsin Department of Public Instruction with respect to business education: (1) IT is an important part of the entire to workforce preparation program providers to define content for their programs and to employers to establish the skills and standards necessary for job acquisition and performance. The skill standards include the following components for each skill defined: performance area; performance skill; skill standard; and performance elements and assessment criteria. This publication contains skill standards for press operations occupations defined on these eight levels: press supervisor; press operator (sheet); press operator (Web); production worker; press assistant; feeder and roll tender; floor helper; and quality assurance technician. The skill standards are grouped in the following areas: (1) printing safety; (2) paper transfer system (sheet); (3) paper transfer system (Web); (4) basic press operations; (5) ink and inking; (6) preventative maintenance; and (7) quality control. Each area contains 1-14 standards. The following items are appended: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Communications/Information Technology Subcouncil, and Press Operations Cluster Standards Development Committee members; Communications/Information Technology Subcouncil Press Operations Cluster Skill Standards Recognition Proposal; and a list of necessary workplace skills. (KC)

ED 443 032 CE 080 490

Illinois Occupational Skill Standards: Physical Therapist Assistant Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 99
NOTE- 185p.; For other Illinois Occupational Skill Standards, see CE 080 475-492.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Allied Health Occupations; Behavioral Objectives; Competence; Competency Based Education; Educational Objectives; Employment Potential; Evaluation Criteria; *Job Skills; Job Training; Occupational Clusters; *Performance Based Assessment; *Physical Therapy; *Physical Therapy Aides; Postsecondary Education; Program Guides; Secondary Education; *State Standards; Statewide Planning; Student Certification; Student Evaluation; Vocational Education
IDENTIFIERS- *Illinois

These skill standards, developed through a consortium of educational and industry partners in Illinois, serve as guides to workforce preparation program providers to define content for their programs and to employers to establish the skills and standards necessary for job acquisition and performance. The skill standards include the following components for each skill defined: performance area; performance skill; skill standard; and performance elements and assessment criteria. This publication contains skill standards for physical therapist assistants defined on these two levels of difficulty: physical therapist assistant and physical therapy aide. The skill standards are grouped in the following areas: (1) administrative and clerical functions; (2) communication; (3) support services; (4) patient care services; (5) assessment and data collection; (6) physical therapy interventions; and (7) physical agents and mechanical modalities. Each area contains 6-23 standards. The following items are appended: glossaries; lists of Illinois Occupational Skill Standards and them feel comfortable and will keep them safe; stop cruel teasing or avoid the attention of a bully; recognize prejudice and learn what they can do to stop it; stay in control even when they are angry; end a relationship that turns violent or possessive; handle friends who try to pressure them into doing something they don't want to; and recognize when they are being conned into a sexual relationship that they are not ready for and don't want. (MKA)

ED 443 051   CG 030 128

Herron, Ron; Peter, Val J.
Who's in the Mirror? Finding the Real Me.
PUB DATE- 98
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Case Studies; Change; Dating (Social); Eating Disorders; Interpersonal Relationship; Mass Media Effects; Parent Child Relationship; Physical Attractiveness; Problem Solving; *Self Concept

This book teaches adolescents problem solving techniques to help them as they strive for independence and struggle with responsibility. Each issue is introduced by a story involving a teen dealing with the problem or issue to be discussed. The book discusses eight ways that adolescents can get along better with their parents, thus gaining their parents' trust, and examines how much teens are influenced by their friends and by what they see on TV and in movies, hear on the radio, and read in magazines. Also examined are ways to look at and solve problems that can help adolescents when they have difficult choices to make. This book teaches teens about taking care of themselves on the inside and the outside. It discusses eating disorders, what dating is all about, and how to know when you are really in love. The main objective is to help adolescents take the first steps toward the changes that will make their future happy and successful. (MKA)

ED 443 052   CG 030 129

Sloan, Matt
Wisconsin Youth Risk Behavior Survey. Executive Summary and Report.
PUB DATE- 00
NOTE- 124p.; Foreword by John T. Benson.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Dietetics; Drinking; Drug Use; Exercise; High Risk Students; Secondary Education; Sexuality; Smoking; Suicide; *Surveys; Tobacco; Violence; Weapons
IDENTIFIERS- Wisconsin

The 1999 Wisconsin Youth Risk Behavior Survey (YRBS) was conducted as part of a national survey effort by the U.S. Centers for Disease Control and Prevention. A stratified random sample of classrooms in all public schools with ninth through twelfth grades was taken. The YRBS was administered to 1,336 students in 46 public schools in Wisconsin in the spring of 1999. The students who participated in the survey are goals and methods of multidimensional assessment. Each of the following chapters focuses on a particular method, describes its applications in the school setting, and outlines the steps involved in implementation. This volume is illustrated with case studies, sample questionnaires and forms, interview vignettes, and informative tables. The concluding chapter provides research-based recommendations for effective work with culturally and linguistically diverse children and adolescents. Chapters included in this book are: (1) "Introduction: Conducting a Multidimensional Behavioral Assessment" (E. S. Shapiro and T. R. Kratochwill); (2) "Naturalistic Direct Observation in Educational Settings" (C. H. Skinner, K. N. Rhymer, and E. C. McDaniel); (3) "Analogue Assessment: Emotional/Behavioral Problems" (J. M. Hintze, G. Stoner, M. H. Bull); (4) "Functional Analysis" (J. J. McComas, H. Hoch, and F. C. Mace); (5) "Self-Monitoring" (C. L. Cole, T. Marder, and L. McCann); (6) "Self-Report: Rating Scale Measures" (T. L. Eckert, E. K. Dunn, R. S. Codding, and K. M. Guiney); (7) "Self-Report: Child Clinical Interviews" (S. H. McConaughy); (8) "Informant Report: Rating Scale Measures" (K. W. Merrell); (9) "Informant Report: Parent and Teacher Interviews" (R. T. Busse and B. R. Beaver); and (10) "Cultural and Linguistic Issues" (E. M. Castillo, S. M. Quintana, and M. X. Zamarripa). (Contains an index.) (MKA)

ED 443 071   CG 030 183

Guss, Thomas O.; Nordby, Steven R.; Adams, Lyndel
Career Development of Elementary School Students in Western Kansas: Gender Stereotyping and Other Barriers to Achievement.
PUB DATE- 99
NOTE- 44p.; Paper presented at the National Conference for the Association for Counselor Education and Supervision (New Orleans, LA, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; Elementary Education; *Rural Areas; School Psychology; Self Concept; Sex Bias; *Sex Stereotypes; Skill Development; Socioeconomic Status
IDENTIFIERS- Kansas (West)

Sixty-two elementary school students from rural communities were assessed regarding gender orientation, extent of gender stereotyping in career awareness, and other features of self-concept. A treatment group received a career education unit from a master teacher. Students were assessed before the program was initiated and after its completion. The findings confirmed other studies indicating that deficits to female and male youth through gender stereotyping and other discriminations are experienced early. The likelihood and implications of continued distractions to work and relationships through adulthood are discussed. Further, strategies that include family issues in school counseling programs are suggested to support children and youth, and to complement current guidelines for counselling programs. It is proposed that a family-based approach be used in order to enrich individual students developmentally through elevation of relational skills by introducing relevant concerns in role conflict from the physical, cognitive, social, emotional, and spiritual domains. Therefore, a family and relational background is presented as an important ingredient in preparation of counselors to address the needs of rural students, especially in regard to gender equity and its attend schools where the standards are not met are often the ones who would benefit most from a broad-based language arts program. These students are left to struggle in language classes where test preparation is the center of the curriculum. At the same time, technology is receiving much attention in the hope that increased use of computers will somehow improve test scores. The paper recounts the experiences of a new adviser to a club which publishes a high school literary magazine as he manages to increase the number of students working on the magazine over a 4-year period. He began with 10 students and now has 60 students working on the prize-winning publication. The paper contends it is not too late to ensure that students' feelings and ideas are not engulfed in the tidal wave of testing and technology. It concludes that teachers/advisors can help students work together to create literary magazines, newspapers, yearbooks, classroom collections of their work, and e-zines, and then incorporate their material into the curricula. A discussion forum is attached. (NKA)

ED 443 093 CS 014 033

Berger, Allen
Literacy and Politics: A Conversation with Myself.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Problems; Discourse Communities; Jargon; *Language Usage; *Literacy; Monologs; *Politics of Education
IDENTIFIERS- Educational Issues; Educators; Forums; *Intrapersonal Communication; Plain Language; Policymakers

This paper comments on the topic of literacy and politics by answering a question: "Why can't literacy educators seem to reach the politicians?" The discussion in the paper shows how educators and politicians communicate in different languages; when speaking about education educators tend to use their own jargon, while policymakers tend to speak in plain language. The paper offers several suggestions for improving communication between the two groups. Contains 10 references. Attached is a discussion forum in which 11 readers comment on the author's opinions and suggestions. (NKA)

ED 443 094 CS 014 034

Dudfield, Angela
Literacy and Cyberculture.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Mediated Communication; *Cultural Context; Discourse Analysis; *Discourse Communities; Higher Education; *Literacy; *Role Playing; *World Wide Web
IDENTIFIERS- *Literacy Events; Social Connectedness; Text Factors; Virtual Communities

This paper traces the range of literacy events that occur in one cybercommunity whose members are participants in the ongoing role play, "Cybersphere." A sample text produced by users within the community serves as the focus for critical analysis and offers a rich example of the ways in which language is benefits of reading aloud to children. Family members will learn how they can positively impact their children's success in school by reading aloud to them at home. A model session using a local story demonstrates read-aloud suggestions and techniques. This guide provides enough information to begin the important, fun, and easy activity at home. Other audio guides in the series are available in the Pacific languages of Carolinian, Chamorro, Chuukese, Hawaiian, Ilocano, Kosraean, Palauan, Pohnpeian, Samoan, Wolealan, and Yapese. (RS)

ED 443 115   CS 014 201

Tamoyose, Tremaine
Reading Aloud to Children. A Bilingual Audio Guide. English/Palauan Audiotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 0p.; See CS 014 195-205 for other audio guides in the series.
LANGUAGE- English; Palauan
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; Early Childhood Education; *Family Involvement; Models; *Parent Participation; Parent Student Relationship; *Reading Aloud to Others; Story Reading
IDENTIFIERS- Palauan

One of a series of 10 English/Pacific language audiocassettes, this bilingual (English/Palauan) audio guide explores the benefits of reading aloud to children. Family members will learn how they can positively impact their children's success in school by reading aloud to them at home. A model session using a local story demonstrates read-aloud suggestions and techniques. This guide provides enough information to begin the important, fun, and easy activity at home. Other audio guides in the series are available in the Pacific languages of Carolinian, Chamorro, Chuukese, Hawaiian, Ilocano, Kosraean, Marshallese, Pohnpeian, Samoan, Wolealan, and Yapese. (RS)

ED 443 116   CS 014 202

Tamoyose, Tremaine
Reading Aloud to Children. A Bilingual Audio Guide. English/Pohnpeian Audiotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 0p.; See CS 014 195-205 for other audio guides in the series.
LANGUAGE- English; Ponapean
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; Early Childhood Education; *Family Involvement; Models; *Parent Participation; Parent Student Relationship; *Reading Aloud to Others; Story Reading
IDENTIFIERS- Ponapean

One of a series of 10 English/Pacific language audiocassettes, this bilingual (English/Pohnpeian) audio guide explores the violence prevention and intervention programs. Appendices list resolves 1997, commission members, summaries of meetings, civil rights cases in Maine, and information on other states' school safety programs. (DFR)

ED 443 137 EA 030 247

Hallinger, Philip
Charter Schools: Problem-Based Learning Project. Instructor Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; *Charter Schools; *Educational Legislation; Elementary Secondary Education; Institutional Autonomy; Leadership Qualities; *Nontraditional Education; Problem Based Learning

Problem-based learning (PBL) is an instructional strategy for preparing administrators whose basic unit of instruction is a project. Students are organized into teams and work on these projects to grapple with the problem and to achieve the learning objectives that are embedded in the project. In this PBL project, students design and prepare a proposal for the creation of a charter school. A set of statutes from Minnesota is provided as a sample of a charter-school law for use in the project. Reprints of several articles are provided for students' use in the project. Also included is a paper, "A Profile of the Leadership Needs of Charter School Founders," which reports the first year of a 3-year project to develop a Model Leadership Training Program for Charter School Founders sponsored by the U.S. Department of Education.(DFR)

ED 443 138 EA 030 407

Wolf, Patrick J.; Howell, William G.; Peterson, Paul E.
School Choice in Washington, D.C.: An Evaluation after One Year.
SPONS. AGENCY- Lynde and Harry Bradley Foundation, Milwaukee, WI.; John M. Olin Foundation, Inc., Alton, IL.
PUB DATE- 00
NOTE- 72p.; Paper presented at the Conference on Vouchers, Charters, and Public Education (Cambridge, MA, March 2000). Additional support provided by the Walton Family Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Educational Testing; *Educational Vouchers; Elementary Education; Elementary School Mathematics; Minority Groups; *Performance Based Assessment; Private Schools; *Reading; *School Choice; School Desegregation
IDENTIFIERS- *District of Columbia

This evaluation examines the impact of the first 6 to 7 months of the Washington Scholarship Fund (WSF) programs on students in grades 2-8 who had previously been attending public school, but had changed to private ones. More than 6,000 students had applied by lottery to a WSF school voucher program. The evaluation estimates the program's impact on student test of the school review process and the benefit of this for the schools. An appendix is provided on School Annual Report Measures. (DFR)

ED 443 158 EA 030 465

Hanushek, Eric A.
The Evidence on Class Size. Occasional Paper.
SPONS. AGENCY- Donner (William H.) Foundation.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Size; Elementary Secondary Education; *Public Schools; Special Classes; *Student Improvement; *Teacher Student Ratio

While calls to reduce class size in school have considerable popular appeal, the related discussion of the scientific evidence has been limited and highly selective. The evidence about improvements in student achievement that can be attributed to smaller classes turns out to be meager and unconvincing. In the aggregate, pupil-teacher ratios have fallen dramatically for decades, but student performance has not improved. Explanations for these aggregate trends, including more poorly prepared students and the influence of special education, are insufficient to rationalize the overall patterns. International comparisons fail to show any significant improvements for having smaller pupil-teacher ratios. Detailed econometric evidence about the determinants of student performance confirms the general lack of any achievement results from smaller classes. Finally, widely cited experimental evidence actually offers little support for general reductions in class size. In sum, while policies to reduce class size may enjoy popular political appeal, such policies are very expensive and, according to the evidence, quite ineffective. (Contains 29 references.) (Author/DFR)

ED 443 159 EA 030 466

Chen, Hsiao-Lan Sharon; Chung, Jing
The Implementation of School-Based Curriculum Development. School Improvement in Taiwan: Problems and Possibilities.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Hong Kong, China, January 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Educational Change; *Educational Improvement; Elementary Education; Foreign Countries; Junior High Schools; Public Schools; Research Committees
IDENTIFIERS- *Taiwan

School-based curriculum development--an intended goal in current educational reform in Taiwan--has brought many challenges to pedagogical practices at elementary and secondary schools. While facing the demands of enacting the newly reformed Curriculum Guidelines for Nine-Year Compulsory Education and implementing the idea of a school-based curriculum development, the organizing of a standing committee for curriculum

This paper discusses the headship (principalship) in English schools so as to trace the cultural and historical antecedents of educational leadership in England. It focuses on three perceptions: (1) School leadership in England continues to be preoccupied with organizational power relations; (2) These relations tend to sustain the domination of leaders in "their" schools; and (3) Such a configuration of authority has implications for schooling and democracy. The paper examines the many reforms of the 1990s, dividing them into two groups: those reforms introduced by conservatives and those initiated by the Labor Party. Numerous themes arose from these reforms, such as competition, decentralization and centralization, accountability, and school improvement, and each of these themes is examined. How these reforms have affected the headship in English schools, such as the increased emphasis on leadership and management, is treated at length. The paper concludes that while school leadership reflects and sustains historical and cultural traditions, traditions are not immutable. Over the last decade corporatist and capitalist values of choice, competition, and consumerism have been explicitly added to bureaucratic and managerial values. Furthermore, shared leadership is largely contingent upon the individual headteacher's preferences and seems to be a concession that headteachers grant to others. (Contains 31 references.) (RJM)

ED 443 179 EA 030 500

Wallace, Mike
Mission Impossible? Leadership Responsibility without Authority for Initiatives To Reorganise Schools.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Policy; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; Policy Formation; Resistance to Change; School Restructuring
IDENTIFIERS- England; *Local Education Authorities (United Kingdom)

This paper explores how characteristics of complex educational change may virtually dictate the leadership strategies adopted by those charged with bringing about change. The change in question here is the large-scale reorganization of local education authorities (LEAs) across England. The article focuses on how across-the-board initiatives to reorganize schools were managed in LEAs and the effects of this reorganization on the different administrative levels of the education system. The information is based on 325 interviews that were conducted with 188 school staff, LEA staff, and central government civil servants. The essay describes characteristics of reorganization as a complex educational change and examines the implications for change leadership and their relationship to cultural and political factors. Elements of Bass's generic theory of transformation leadership are described as a framework for analyzing LEA officials' change leadership strategies. This framework depiction is followed by a discussion of how characteristics of reorganization increased the complexity resident in managing the schools, prompting LEA

PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Administrators; Elementary Secondary Education; *Emotional Response; Foreign Countries; Higher Education; *Leaders; *Principals
IDENTIFIERS- Canada; *Emotions

Examining the emotionality of leadership by exploring administrators' recall of key junctures in their lives as leaders, this study investigated the associations between an individual's work philosophy of leadership and his/her experience of emotionality in leadership work. Participants were five Canadian individuals actively involved in leadership/administrative positions in education. The study used stimulated recall of emotional experiences associated with leadership work. Data collection involved interviews, the researcher's observation notes, and participants' written reflections about the interviews. Data analysis indicated that the protection of self from emotional hurt was of paramount importance. This was fostered by sharing and collaboration. Leadership styles that were controlling and perfectionist related to high anxiety, fear, and reticence to risk. Authentic collaboration was a successful anxiety reducer and optimizing strategy. There was a stronger capacity to use language and reexperience the emotions of the self and others in recall among women. Among the participants, while emotional authenticity was special and pleasant, it was rare. This paper summarizes results related to kinds of emotions and their provocations, emotional intrasubjectivity of leaders, and emotional intersubjectivity of leadership. Findings support the position that emotions may be fundamental to the intra- and intersubjective realities of life in schools, in general, and of leadership work in particular. (Contains 45 references.) (SM)

ED 443 202 EC 307 894

Guidelines: Assistive Technology for Students with Disabilities.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Compliance (Legal); *Decision Making; *Disabilities; *Educational Practices; Elementary Secondary Education; Federal Legislation; Financial Support; Guidelines; Individualized Education Programs; Legal Responsibility; Special Education; *Student Needs; Technology; Training
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *North Dakota; Rehabilitation Act 1973 (Section 504)

These guidelines were developed to address training and planning needs for North Dakota educators in the area of assistive technology for students with disabilities. The guidelines provide recommended practices to assist teams in making decisions about an individual student's need for assistive technology using a decision-making process that meets the legal

Early Childhood Special Education for Children with Disabilities, Ages Three through Five: Staff/Facilities. Revised.
PUB DATE- 99
NOTE- 14p.; For the January 1996 version, see ED 418 520.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accessibility (for Disabled); *Disabilities; Early Childhood Education; *Educational Facilities; Paraprofessional Personnel; *Preschool Teachers; Program Administration; *Special Education Teachers; *State Standards; Teacher Certification; Teacher Qualifications; Volunteers
IDENTIFIERS- *North Dakota; *Related Services

This document presents requirements related to staff and facilities providing early childhood special education services in North Dakota. Teacher qualifications are stated and staffing patterns involving teachers, related services personnel, paraeducators, and volunteers are described. The section on qualifications summarizes teacher qualifications (credential requirements and alternatives), facilities, required instructional times in programs to be eligible for funds, and equipment and materials. The section on staffing patterns lists roles and responsibilities of early childhood special education teachers, related service personnel, aides (paraeducators), and volunteers. A section on administrative considerations provides additional standards and guidelines for classroom facilities (especially accessibility options), safety standards, playground facilities, emergency precautions, interagency collaboration, transportation, funding, evaluation, and technology-based options. (DB)

ED 443 224 EC 307 917

Early Childhood Special Education for Children with Disabilities, Ages Three through Five: Program Planning. Revised.
PUB DATE- 99
NOTE- 57p.; For the January 1996 version, see EC 418 519.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Delivery Systems; *Disabilities; Early Childhood Education; Eligibility; Enrollment; Family School Relationship; *Individualized Education Programs; Mainstreaming; Parent Participation; *Program Development; Services; *State Standards; Transitional Programs
IDENTIFIERS- North Dakota; *Related Services

This document presents North Dakota standards and guidelines for planning early childhood special education programs for children with disabilities. The first section offers program guidelines covering eligibility of students, approval of services, the service delivery system, transition, and size of enrollment/caseload. The next section discusses services to families, including both required and supplementary options, all of which emphasize family participation and parent-school cooperation. A section on program services focuses on provision for least restrictive environment (LRE) and the service delivery system. The final section provides guidelines for the Individualized Education Program (IEP) planning process with emphasis given to those components that differ from the IEP that is developed for children who are of school age. These include federal child count settings; the IEP planning meeting; determining present levels of educational performance; determining annual goals, short-term instructional objectives,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Change; *Behavior Disorders; *Behavior Modification; Behavior Problems; *Change Strategies; Data Collection; Educational Environment; Educational Planning; Elementary Secondary Education; Evaluation Methods; Individualized Education Programs; *Positive Reinforcement; *Program Implementation; Student Evaluation
IDENTIFIERS- *Functional Behavioral Assessment; *Positive Behavioral Support

This paper discusses how educators can apply positive behavioral support (PBS) to students with and without disabilities and conduct functional behavioral assessments (FBAs). It begins by describing the challenges that educators face in educating an increasingly heterogeneous population of students, including students with external and internal problem behaviors. The paper next discusses the definitions and features of PBS in schools and the contributions of behavioral science, practical interventions, social values, and a systems perspective. The four change elements that characterize PBS are described and include change of systems, change of environments, change of student and adult behaviors, and change in appreciation of appropriate behavior. The second section provides an overview of FBAs, including definitions, outcomes and defining features. Steps of the FBA and behavior support planning process are described and include: (1) collect information regarding conditions under which problem behavior is and is not observed and more appropriate behavior is required; (2) develop testable hypotheses; (3) collect direct observation information; (4) design behavior support plans; (5) develop implementation scripts; and (6) collect information effectiveness and efficiency of behavior support plan and redesign based on evaluation information. (Contains 100 references.) (CR)

ED 443 245 EC 307 940

Gable, Robert A.; Quinn, Mary Magee; Rutherford, Robert B., Jr.; Howell, Kenneth W.; Hoffman, Catherine C.
Addressing Student Problem Behavior--Part III: Creating Positive Behavioral Intervention Plans and Supports. 1st Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 00
NOTE- 62p.; For other parts of this guide, see ED 415 636, ED 426 523, and ED 430 363.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Behavior Modification; Educational Legislation; Elementary Secondary Education; *Emotional Disturbances; Federal Legislation; Individualized Education Programs; Intervention; Program Development
IDENTIFIERS- *Functional Behavioral Assessment; *Individuals with Disabilities Educ Act Amend 1997

This monograph discusses development and implementation of positive behavioral intervention plans with students who have emotional and/or behavioral disorders. It focuses on four steps

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; *Court Litigation; *Disabilities; *Discipline Policy; *Discipline Problems; Educational Legislation; Elementary Secondary Education; Expulsion; *Federal Legislation; Illegal Drug Use; In School Suspension; Intervention; School Policy; School Responsibility; School Safety; Student Rights; *Suspension; Violence; Weapons
IDENTIFIERS- *Functional Behavioral Assessment; Individuals with Disabilities Educ Act Amend 1997

Presented in a question-and-answer format, this book provides information related to how schools can effectively discipline students. It reviews in detail the controlling directives of the Individuals with Disabilities Education Act 1997 as it concerns students with disabilities and provides information on how the amended statute and new regulations purport to resolve the tension between protecting students with disabilities and maintaining a safe and orderly school environment. The answers in the book are based upon the federal statute and regulations, judicial decisions, and administrative interpretations by the U.S. Department of Education. Specific chapters include: (1) "Standards of Conduct"; (2) "Drug and Alcohol Use and Abuse"; (3) "Dangerous and Criminal Misconduct," which addresses weapons possession, special considerations for students with disabilities, and incarcerated students with disabilities; (4) "Disciplinary Procedures," which addresses disciplinary hearings, functional behavioral assessments, manifestation determinations, and procedures for students not yet eligible for special education; (5) "Short-Term Suspensions"; (6) "Long-Term Suspensions"; (7) "Expulsions"; (8) "Alternative School Placements"; and (9) "Other Disciplinary Methods," which discusses time-out, in-school suspensions, aversives, and corporal punishment. Appendices include a chart of case decisions, schedules of controlled substances, and a chart of case decisions involving a student who was likely to cause injury. (Chapters contain references.) (CR)

ED 443 265 EF 005 354

Green, Bob
Learning from a Mentor.
PUB DATE- 99
NOTE- 5p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Technology; Elementary Secondary Education; Public Schools; Purchasing; School Construction
IDENTIFIERS- *Technology Integration

This paper addresses the difficulties that many school districts face when implementing educational technology throughout aging educational facilities and illustrates one school district's solution. Construction problems found and solved in the renovation process are discussed including issues surrounding equipment purchasing. Photos are provided. (GR)

ED 443 266 EF 005 717

are five articles: "Creating Inflecting Electronic Thesauri"; "Tagging Speech Data--Constraint Grammar Analysis of Spoken Portuguese"; "A Constraint-Based Tagger for Norwegian"; "Swedish Constraint Grammar"; and "Two Two-Level Models of Norwegian." Under the heading "Functional/Cognitive Linguistics" are 12 articles: "The Subject is Nominative! On Obsolete Axioms and Their Deep Rootedness"; "Negation: A Cognitive Hurdle in Interpreting"; "Inflection Classes, Norwegian Verbs, and Cognitive Grammar"; "Conditionals in Institutional Settings"; "Different Competencies? A Comparison of the Productive and Receptive Languages of a Danish Agrammatic Patient"; "Some Reflections on Syntactic Structure and the Acquisition Process"; "Placement and Scope of Mainland Scandinavian Modal Adverbs"; "On Grammaticalization of Body-Part Nouns: 'Hand' in Finnish and Estonian"; "Some Pragmatic Properties of French Cleft Constructions"; "The Construal of the Scene: Selected Existential Constructions"; and one article each in German and Danish. Under the heading "Language in Interaction" are eight articles: "Overlap Management and Interactional Competence"; "Stereotypes in Action"; "Danish in Greenland -- a new Dialect? Preliminary Results From a Pilot Project"; "Meanings of the Word 'Work' in a Danish Unemployment Office"; "Codeswitching between Persian and Swedish"; and three articles in Danish. Under the heading "Endangered languages" are four articles: "How Fast Will a Language Die When It Is Officially No Longer Spoken?"; "Komi, an Endangered Language?"; "Phonetic Salience and Language Change: Verb Paradigms in Inari Sami"; and "Linguistic and Political Aspects of Alphabet-Making for a Threatened Language." All articles include a brief abstract in English. References appear throughout the articles. (KFT)

ED 443 287   FL 026 325

Report from the Centre for Language and Communication Studies on the Sixth Year of Extracurricular Foreign Language Modules for Students of Other Disciplines and the Second Year of Foreign Language Modules in the B.A. (Mod.) in Information and Communications Technology, 1 October 1998-30 September 1999.
SPONS. AGENCY- European Social Fund, Dublin (Ireland).
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Employment Opportunities; Foreign Countries; French; German; Higher Education; Italian; *Learning Modules; *Second Language Instruction; Second Language Learning; Spanish; Study Abroad; Travel
IDENTIFIERS- Ireland

This report is a quantitatively-based but ultimately purely descriptive study of foreign language modules designed to teach Irish students French, German, Italian, or Spanish in preparation for study, travel, and/or work experience abroad in order to enhance their academic qualifications, vocational prospects, and potential for future mobility. It makes no judgments about the overall success or effectiveness of the language modules, but merely presents the data that has been gathered on such attributes as the number of students enrolled and the levels of various languages which they achieve. (KFT)

ED 443 288   FL 026 326

South into an institution with elitist aspirations. The discussion focuses on the impact admission policy had on institutional characteristics and its effect on the institution's educational philosophy, entering students' academic ability levels, and the institution's public image. Following World War II, the college followed an open-door admission policy and offered a cafeteria curriculum; initial coursework was often remedial because many students had not completed high school and were admitted under special circumstances. The move to selective admissions was the outcome of various changes in the college's, city's, state's, and nation's expectations for higher education. After implementation of the selective admissions policy, IQs of entering freshmen were closer to those of freshmen entering other institutions; more entering freshmen were women; and more students were enrolling in arts and sciences rather than business. The changed policy also resulted in drastic reductions in freshman enrollment and increases in student holding power. Faculty were receptive to selective admissions, and public image was considerably enhanced. The paper concludes that selective admissions alone is not the solution to problems confronting higher education. (Contains 10 references.) (SM)

ED 443 307 HE 033 061

Fincher, Cameron, Ed.
Assessing Institutional Effectiveness: Issues, Methods, and Management.
PUB DATE- 89
NOTE- 118p.; Papers presented at an Annual Conference on Research and Higher Education (5th, Georgia Center for Continuing Education, 1987).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Accountability; *Accreditation (Institutions); Diversity (Faculty); Diversity (Student); Evaluation Methods; Higher Education; *Institutional Evaluation; Leadership; Minority Groups; *Outcomes of Education; Quality Control; *School Effectiveness; Self Evaluation (Groups); Student Recruitment

This collection of 12 papers was presented at a 1987 conference at which speakers presented personal perspectives on institutional effectiveness. Papers are organized under three major headings: "Managing Quality: Methods and Outcomes," "Institutional Response," and "Special Issues." Titles include: (1) "Managing the Meaning of Institutional Effectiveness" (Ellen Earle Chaffee); (2) "Institutional Effectiveness and Academic Quality" (Alton L. Taylor); (3) "Methodological Issues in Assessing the Outcomes of College" (Ernest T. Pascarella); (4) "Measuring the Value of College: Prospects and Problems" (Patrick T. Terenzini); (5) "Institutional Effectiveness" (James A. Montgomery); (6) "Organizing and Conducting Institutional Research Programs" (John A. Muffo); (7) "Criteria for Accreditation" (Richard D. Howard); (8) "Institutional Response Capabilities" (Brenda H. Rogers); (9) "Minority Recruitment, Performance, and Retention" (Michael Nettles); (10) "Institutional Effectiveness and Minorities" (Ansley Abraham); (11) "Key Ingredients of Institutional Effectiveness for Minorities" (Joseph Marks); and (12) "Minority Performance in Academic Settings" (Nathaniel Pugh). (All papers contain references.) (SM)

ED 443 308 HE 033 062

ED 443 326 HE 033 081

Boyd, Michael
Brain Hemispheric Consensus and the Quality of Investment Decisions.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Brain Hemisphere Functions; *Business Education; College Students; Critical Thinking; *Decision Making; Decision Making Skills; *Evaluative Thinking; Graduate Students; Higher Education; *Lateral Dominance; Masters Programs; Problem Solving; Thinking Skills; Undergraduate Study
IDENTIFIERS- *Loye (David); *Stock Market; Stockbrokers

This on-going study explores the hypothesis that stock fund managers who underperform do so because they make bad decisions, and examines whether their choices can be improved by using a decision model that invokes principles of brain hemispheric consensus. The study, begun in fall 1999, involves two groups of business students: the control group consists of 17 undergraduate finance majors; the test group consists of 22 students enrolled in an off-campus executive Master of Business Administration program. All students completed a hemispheric consensus prediction (HCP) profile to determine brain hemispheric dominance. Each participant received an identical list of 20 stocks drawn from the Standard & Poors 500 index, as well as limited amounts of fundamental and technical information about each stock. Test-group students received a set of stock selection procedures built around Loye's decision model, a multi-step, brain hemispheric consensus-seeking decision-making technique; control-group students received more general instructions. Students were told to select a portfolio that would outperform the market over three to six months; they kept journals of their findings, observations, and thought processes, and their stocks were tracked. Preliminary results mildly support the use of hemispheric consensus in decision making for picking portfolio investments. The HCP profile is appended. (SM)

ED 443 327 HE 033 082

Williamson, Ronald D.; Hudson, Martha B.
Democracy Is Hard Work: The Struggle To Define One Leadership Preparation Program.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Curriculum Development; Democracy; Doctoral Degrees; Educational Change; Graduate Study; Higher Education; *Leadership Training; Masters Degrees; Program Development; School Administration; State Government; Teacher

This paper offers an overview of current debates on moral development and education, focusing on the relationship between empirical and theoretical research and raising four issues that are central to current research: (1) demarcation of the moral domain; (2) the gap between "is" and "ought," between facts and values; (3) moral action; and (4) moral relativism. The study takes as its point of reference Kohlberg's cognitive-developmental approach to moral judgment. Discussions about the demarcation of the moral domain show little agreement about what counts as "moral" and what does not. A similar conclusion is reached with respect to the question of the relationship between facts and values, between "is" and "ought." In examining "moral action," the essay concludes that its two central constructs--the relation between moral motivation and morally relevant behavior--are impossible to define independently. On the fourth issue, moral relativism, the paper concludes that it is not possible to validate the central constructs of research on moral development and education on the basis of the outcome of empirical research alone. The paper also concludes that these findings suggest the need to return to and examine the modern character of the fundamental philosophical assumptions that underlie the conceptualization of morality and moral development. (Contains 132 references.) (CH)

ED 443 346   HE 033 103

Lapadat, Judith C.
An Online Discussion about the Politics of Classroom Discourse: Student Identity, Administrative Aims, and School Change.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; College Administration; Communication (Thought Transfer); Computer Uses in Education; *Discussion (Teaching Technique); Educational Environment; Graduate Students; Graduate Study; *Group Discussion; Group Dynamics; Higher Education; *Interaction Process Analysis; Internet; Participation; Teacher Education; Teaching Methods; World Wide Web
IDENTIFIERS- *Discourse; Identity Formation; Online Courses; Reflective Thinking

This study analyzed student contributions to an online interactive discussion forum. Participants included six graduate students enrolled in a graduate education course; the instructor also contributed to the online discussions. Students read articles, posted commentaries, and responded to each other on weekly discussion topics. Students also selected articles to present online. The instructor examined the content of the students' postings over the first third of the 13-week course to examine participants' emerging perspectives on: the role of classroom and school discourse in shaping student identity; the role of discourse in reflecting and transforming schools as institutions; and the relationships between school discourse and administrative structures and values. Results reflected an emerging, critical, reflective view of schools as institutions. Participants drew upon personal and professional experiences to persuade and shape group discussion, incorporating other participant's responses in subsequent self-reflections.

two broad sections: race/ethnicity and gender. Each section opens with a summary that compares students by background characteristics (gender, age, dependency status), financial characteristics (annual income, price choices, grants, and net price), and financing choices. Following the summaries are profiles for each student category: white students, African-American students, Hispanic/Latino students, Asian-American students, American Indian students, women, and men. The study finds some similarities that cut across race and gender lines: white or minority, rich or poor, male or female, most students attend college part time and work long hours while they are enrolled and most work in lieu of taking student loans. The study argues that combining working with part-time attendance is self-defeating because research has shown that these students are less likely to complete a degree than those who maintain a full course load. (CH)

ED 443 365   HE 033 130

Russell, Alene Bycer
Issue Priorities and Trends in State Higher Education.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Computer Uses in Education; *Distance Education; *Educational Change; Educational Finance; Elementary Secondary Education; Governing Boards; Higher Education; *Labor Force Development; Marketing; Policy Formation; *Professional Development; State Departments of Education; Student Financial Aid; Teacher Evaluation; Technology Transfer; Trend Analysis
IDENTIFIERS- State Higher Education Executive Officers Assn

This report presents findings of a survey in October 1999 of State Higher Education Executive Officers Association (SHEEO) members asking them to rate the importance of 27 issues and to respond to questions about change over the past five years. The first section of the report discusses the quantitative ratings of the issues and how these ratings have changed over the past decade. Respondents rated the following five issues as the most important to states: teacher preparation and professional development, workforce preparation, effectiveness and accountability, linkages between K-12 and postsecondary education, and instructional technology/distance learning. Other issues that remain high in importance include: access and diversity, financial support for higher education, and student financial aid. The report also addresses SHEEOs' changing roles and relationships, noting their increasingly important policy leadership role in the states and the greater focus on marketing and external relations. The survey instrument is appended. (CH)

ED 443 366   HE 033 131

McKeown-Moak, Mary P.
Financing Higher Education in the New Century: The Second Annual Report from the States.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

instruction, activities, and storyboard; (5) course development or acquisition, including scope and distribution, product evaluation, presentation, course management, and legal issues; (6) evaluation, including formative and summative evaluation; and (7) instructional delivery, including administration, instructor training, delivery support, system maintenance, and content/technical support. (MES)

ED 443 384   IR 020 085

Principal Connections: A Guide to Technology Leadership. CD-ROM .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 0p.; Recommended system requirements: MAC: OS 8.6 or higher, Power PC, 120 MHZ with at least 32 MB RAM (64 MB recommended), 800X600 resolution or higher required, Internet connection recommended; Windows: Windows 95, 98, or NT 4.0 or higher, 166 MHZ with at least 32 MB RAM (64 MB recommended), 800X600 resolution or higher required, Internet connection recommended. Companion Web site: http://www.principalconnections.org.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Computer Software Evaluation; *Computer Uses in Education; Curriculum Development; *Educational Administration; Educational Planning; *Educational Technology; Elementary Secondary Education; *Instructional Leadership; Internet; Optical Data Disks
IDENTIFIERS- Access to Technology; Technology Implementation; *Technology Integration; Technology Plans; Technology Utilization; Web Sites

This CD-ROM is designed to help school leaders recognize, promote, and evaluate effective technology use in their schools. The CD-ROM is divided into the following seven program areas: (1) "You're the Leader" helps administrators examine their roles as technology leaders and identify barriers to integrating technology into their schools, including an interactive technology skills assessment; (2) "Technology as a Tool" looks at the various ways technology can be integrated into learning, including an implementation assessment coupled with context-sensitive strategies for increasing access and integration; (3) "Foster the Environment" details strategies administrators can employ to help teachers become more accepting in their use of technology as a teaching tool; (4) "Classroom Close-Up" features videos that enable administrators to practice classroom observations; (5) "Log On" looks at effective Internet use, addressing bolstering the skills of novice users and key issues related to Internet use in schools and providing practical advice on developing an electronic communications acceptable use policy; (6) "Tools of the Trade" helps administrators make informed decisions about allocating technology resources, including a software evaluation tool that can be printed for widespread dissemination; (7) "Planning for Tomorrow" looks at the technology planning cycle and helps school leaders understand the total cost of technology ownership. (MES)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; *Educational History; *Educational Technology; European History; Foreign Countries; *Instructional Innovation; *Manipulative Materials; Medieval History; Models; *Teaching Methods
IDENTIFIERS- Abacuses; Europe; Historical Background; Monochords

This paper describes the instructional devices and innovations developed and used by Gerbert D'Aurillac (ca. 947-1003), who was elected Pope Sylvester II in 999, and their subsequent impact on education in medieval Europe. The effect of prevailing thought on Gerbert's innovations is also described. The first section examines the historical context and provides biographical information on Gerbert. Gerbert's pedagogy is described in the second section, including the planar abacus, celestial spheres, the celestial teaching machine, and the monochord. The influence of Gerbert is addressed in the third section, including the failure of his instructional devices and innovations to gain widespread use after his death. Rediscovery of his work by a subsequent pope, Alexander III, is discussed in the fourth section. Possible parallels in the 20th century are considered in the final section, including the use of mechanical teaching machines and programmed instruction in the 1950s and 1960s, as well as recent initiatives for the use of computers, the Internet, and other electronic devices. (Contains 40 references.) (MES)

ED 443 404 IR 020 314

Ford, Michael; Frederickson, Ann; Martin, Lori
The Interpretation of Symbol Schemes in a Computational Medium.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computation; *Computer Assisted Instruction; *Computer Simulation; Courseware; *Freehand Drawing; Grade 6; Instructional Innovation; Mathematics Instruction; Middle Schools; *Motion; Science Instruction
IDENTIFIERS- *Symbolic Representation

This study investigated the variation of meaning that may be assigned by students to instructional symbol systems. Toward this end, student interpretations of symbols employed to represent free fall in Boxer, a computational environment designed for innovative instructional activities in math and science, were analyzed. Four classes of sixth-graders drew pencil and paper pictures of a ball in free fall three times during a four-week unit about motion. Between picture-drawing activities, students programmed simulations of motion in Boxer. Their programs were constrained according to the Boxer simulation syntax, and both dynamic and static forms of feedback reinforced this syntax. As students repeatedly drew episodes of free fall, many adopted the symbol system utilized by the Boxer environment. However, rather than uniformly copying the Boxer syntax to their pictures, students employed the observed symbols in a surprising variety of ways. Data from the pictures and student interviews suggest that the adoption instigate change. (Contains 170 sources.) (YLB)

ED 442 926 CE 080 169

Steinberg, Adria; Cushman, Kathleen; Riordan, Robert
Schooling for the Real World: The Essential Guide to Rigorous and Relevant Learning. The Jossey-Bass Education Series.
PUB DATE- 99
NOTE- 105p.; Foreword by Theodore R. Sizer.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Benchmarking; Career Education; Change Strategies; Check Lists; Context Effect; Cooperative Planning; Curriculum Development; *Education Work Relationship; Educational Change; Educational Cooperation; Educational Needs; Educational Objectives; Educational Practices; Educational Resources; Experiential Learning; Guidelines; Independent Study; *Integrated Curriculum; Learning Activities; National Organizations; *Relevance (Education); School Business Relationship; School Community Relationship; School Districts; Secondary Education; Student Projects; Systems Approach; *Vocational Education; Work Experience Programs
IDENTIFIERS- Coalition of Essential Schools; Contextualized Learning Environments

This book, which is intended to facilitate dialogue among educators, parents, students, and policymakers, provides practical approaches to reforming secondary schooling to increase its rigor and relevance to the "real world." Chapter 1 reviews 10 guiding principles of the Coalition of Essential Schools and school-to-work movements and discusses the need to merge the visions of educational rigor and relevance. Chapter 2 focuses on the following four interlocking strategies for opening classrooms and schools and allowing students to try different work and civic identities while preparing for college and careers: (1) involving external adult partners in young peoples' learning experiences and expanding students' access to the adult world through field studies and community projects; (2) equipping students with the tools for independent learning; (3) situating students in the world of work through internships and other work-based learning; and (4) supporting real-world learning by providing contexts where students can reflect on the meaning of their work. Chapter 3 examines structural strategies for achieving "whole-school" reform. Chapter 4 reviews the systemic side of reform and the process of creating circles of community support. Twenty-eight exhibits are included. Concluding the document is a list of resources for practitioners that includes 14 organizations, 54 publications, and 3 videotapes. (MN)

ED 442 927 CE 080 224

Brown, Tony, Ed.
Lifelong Learning: Making It Work. An Adult Learning Australia Discussion Paper.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Adult Learning; Developed Nations;

false-start student); immature learner (still at school, still in full-time education); and lifetime learner (work-based learner, early learner). The analysis that led to determination of six predictor variables--area of residence, gender, type of school, attempting qualifications, qualification at age 16, and occupational class of father--is explained. Appendixes include development of learning trajectories. Contains 57 references. (YLB)

ED 442 945 CE 080 334

Gorard, Stephen
Plugging the Gap: The Welsh School-Effect and Initial Education Trajectories. Patterns of Participation in Adult Education and Training. Working Paper 8.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 97
NOTE- 32p.; A Cardoff and Bristol University ESRC-Funded Learning Society Project. Also funded by the Gwent, Mid Glamorgan, and West Wales Training Enterprise Councils. For other working papers, see CE 080 328-341 and CE 080 402.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Education; Comparative Analysis; Developed Nations; *Educational Quality; Educational Research; Elementary Secondary Education; Foreign Countries; Geographic Location; Job Training; *Outcomes of Education; Predictor Variables; *Social Influences; Vocational Education
IDENTIFIERS- *England; *Wales

A study compared the GCSE benchmarks of all local education authorities (LEAs) in England and Wales. The impetus was that a comparison on almost any performance indicator of initial education flattered England, and comparisons led to the conclusion that the education system in Wales was failing. The performance measure was the GCSE benchmark of the percentage of the relevant age cohort gaining five or more grades A-C; the 1994 figure was lower for Wales. Independent variables used to characterize LEAs were social class, free school meals, population, area, and population density. Correlations between data were calculated using Pearson's r; a multiple linear regression analysis was conducted. All independent variables correlated significantly with the GCSE benchmark, with the percentage taking free school meals accounting for two-thirds of the variance in results between LEAs. No evidence was found of poor school performance in Wales. The initial schooling and background characteristics of each participant were used to create a series of logistic regression models to analyze post-compulsory learning trajectories. Nine predictor variables at age 15 or less were significant in predicting examination results at 16; interactions between variables were more significant in many cases. The type of secondary school attended was the major determinant of qualifications at age 16 until fairly recently. (Contains a 53-item bibliography.) (YLB)

ED 442 946 CE 080 335

Gorard, Stephen; Furlong, John; Fevre, Ralph; Rees, Gareth
How To Spot a Lifelong Learner at 40 Paces? The Two Components of Determination. Patterns of Participation in Adult Education and Training. Working Paper 9.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).

*Career Exploration; *Computer Simulation; High Schools; Interactive Video; Minority Groups; Optical Data Disks; Pretests Posttests; Program Effectiveness; *Socialization; Work Attitudes; Work Environment; *Work Experience; Workbooks

The Virtual Job Experience (VJE) is an interactive computer job simulation that allows learners to sample an occupation's actual tasks realistically. The effect of the VJE experience on students' career perceptions, explorations, and aspirations was examined in a study of 94 high school students enrolled in 3 summer school classes. Students were randomly assigned to different-sized groups that were in turn assigned to work with one of the following materials: (1) the VJE CD-ROM, which begins on the first day of a new job and requires users to carry out an important responsibility and make decisions in a team environment that result in realistic consequences; (2) an alternative commercially available interactive multimedia CD-ROM with career exploration video segments (called Moving on Up); and (3) a workbook describing the occupation of an advertising account executive. The students completed questionnaires before and after using the materials. On average, the VJE produced a 5-point increase in students' desire to work as advertising account executives, whereas the workbook produced a 6-point decrease. However, the differences varied depending on the size of the groups in which students worked. Students who used the VJE also manifested greater self-efficacy in dealing with the advertising industry. (MN)

ED 442 962 CE 080 370

West, Anne; Sparkes, Jo; Balabanov, Todor
Demand-Side Financing--A Focus on Vouchers in Post-Compulsory Education and Training: Discussion Paper and Case Studies. CEDEFOP Dossier.
PUB DATE- 00
NOTE- 77p.; With contributions from Sarah Elson-Rogers.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Programs; Comparative Analysis; Definitions; Educational Demand; *Educational Economics; *Educational Finance; Educational Policy; Educational Practices; *Educational Vouchers; Foreign Countries; Government School Relationship; *Job Training; Literature Reviews; Models; Pilot Projects; Postsecondary Education; Public Education; Public Policy; School Business Relationship; Secondary Education; Special Needs Students; *Vocational Education; Youth Programs
IDENTIFIERS- *Demand Side Financing; *European Union; United States

The use of demand-side financing mechanisms and vouchers for postcompulsory secondary-level education was examined through case studies of funding practices in the following countries: Austria; France; the United Kingdom; the United States; and Wallonia (the French community of Belgium). Different models of voucher use were identified in the countries studied. "Pure" vouchers with a paper coupon were found in a minority of cases (in parts of France and England/Wales). In Austria, training accounts co-fund various types of adult learning by providing funding in arrears rather than in advance of training undertaken, which eliminates the purchasing power apparent with vouchers and quasi-vouchers. The aims and targets of the various voucher and quasi-voucher schemes varied considerably. In the United Kingdom, trainees with special needs received vouchers with higher face values (to avoid the "cream skimming" that may be encouraged by flat-rate vouchers). Voucher and

The General Accounting Office (GAO) examined worksite-based activities currently in place to help recipients of Temporary Assistance for Needy Families (TANF) develop the skills required for successful transition to unsubsidized employment. Data were collected from the following sources: (1) data reported by states to the Department of Health and Human Services (DHHS); (2) interviews of selected state TANF administrators and experts on TANF work programs; and (3) review of nine state- and local-level worksite activities nationwide. All the worksite activities visited assigned TANF recipients to public or private sector employers in areas such as building maintenance, clerical work, unskilled health care, and food service. Although data on worksite-specific outcomes were not available from all sites and although the available data could not be compared across sites, program administrators, participants, and others suggested that worksite activities can help participants with no prior work experience develop a resume and simultaneously provide community services. However, some critics argued that some worksite activities do not provide the skills or experience needed for successful transition to unsubsidized employment. (Appended are comments from the DHHS and a list of GAO contacts and staff acknowledgments. The bibliography contains 41 references and 13 related GAO products.) (MN)

ED 442 981 CE 080 408

Wagner, Daniel A.; Hopey, Christopher
Literacy, Electronic Networking, and the Internet. ILI Technical Report.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).; Pennsylvania Univ., Philadelphia. Graduate School of Education.; Royal Ministry of Foreign Affairs, Oslo (Norway).
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Educators; *Adult Literacy; Basic Skills; Case Studies; *Computer Networks; *Computer Uses in Education; Cooperative Programs; *Delivery Systems; Developed Nations; Developing Nations; Educational Practices; Educational Technology; Foreign Countries; Futures (of Society); Homeless People; Innovation; *Internet; Linking Agents; *Literacy Education; Postsecondary Education; Professional Development; Teacher Improvement; Technological Advancement; Writing Instruction
IDENTIFIERS- *Pennsylvania (Philadelphia)

Three Internet-based adult literacy and adult education programs in Philadelphia were examined to identify ways Internet technology can be used to improve adult basic and literacy education. The Adult Literacy Technology Innovation Network (ALTIN) technology program, which began in the mid-1990s, provides basic instructional technology staff development for adult literacy teachers by using a model combining live, hands-on training, online training, and technical assistance and support. The Shelter Communications Literacy Network (SHELCOM), which operated from 1993-1995, was an experimental Internet-based computer writing project for adults living in homeless shelters. Its purpose was to evaluate the effect of file sharing on the quality of compositions written by homeless adult learners. Participants created a publication by working collaboratively through an Internet-based computer network.

major activities, and outcomes, as well as the name, postal address, phone number, and e-mail address of project contact people. (MN)

ED 442 998 CE 080 446

Dempsey, Richard E.
An Appraisal of NOICC/SOICC Needs for Data from the 1990 Decennial Census. NOICC Occasional Papers.
PUB DATE- 91
NOTE- 29p.; For related occasional papers, see ED 328 756, ED 339 869, ED 367 854, ED 396 160 and CE 080 447-449. The 1990 Census Questionnaire is not available.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Career Education; *Census Figures; *Databases; *Employment Patterns; Employment Projections; *Information Needs; Information Networks; Information Sources; Labor Market; National Surveys; Needs Assessment
IDENTIFIERS- Census 1990; Current Population Survey; *National Occupational Information Coordinating Com; *State Occupational Information Coordinating Comm

Over the years, the decennial census and the Current Population Survey have been major sources of essential data to and about workers in specific occupations. In the 1970s, the database of employment projections shifted from the census to the Occupational Employment Statistics (OES) survey program. For various reasons, the National Occupational Information Coordinating Committee/State Occupational Information Coordinating Committees (NOICC/SOICC) Network has adopted the OES as the database for current employment estimates and projections of demand requirements for use in state occupational information systems. However, data from the census remain essential in estimating and projecting occupational employment. The NOICC/SOICC Network's needs for occupational information from the 1990 census were reviewed and compared with Census Bureau plans for collecting, tabulating, and delivering occupational data from the 1990 census. On the basis of that review, the following data elements were identified as top-priority data elements needed by the NOICC/SOICC network: detailed occupations of employed persons by industry and class of worker; occupation of employed persons by age and sex for states and territories; occupation (full detail) of employed persons by state, territory, and metropolitan statistical area; and occupation of employed persons by industry and race. Medium- and low-priority data elements were also identified. (MN)

ED 442 999 CE 080 447

Hopkins, Valorie; Kinnison, Joyce; Morgenthau, Eleanor; Ollis, Harvey
Career Information Delivery Systems: A Summary Status Report. NOICC Occasional Paper.
PUB DATE- 92
NOTE- 51p.; For related occasional papers, see ED 328 756, ED 339 869, ED 367 854, ED 396 160 and CE 080 446-449. A Working Draft of this paper was presented at the Association of Computer-Based Systems for Career Information Conference (Los Angeles, CA, December 4, 1991). This report was developed under a grant to the Nevada State Occupational Information Coordinating Committee.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

educational process for all age levels; (2) students need financial knowledge to ensure that they make the best decisions both personally and professionally; (3) comprehensive business programs must have occupational preparation components; (5) business education's mission is to teach students about business and prepare them for careers in business; (6) students need to explore careers and develop business skills necessary to make meaningful decisions in a variety of business careers; (7) aligning the K-12 business curriculum within districts is critical to the advancement of students' business skills and knowledge; and (8) active involvement of advisory committees in business education is important. (MN)

ED 443 016   CE 080 474

Illinois Occupational Skill Standards: Administrative Support Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 99
NOTE- 228p.; For other Illinois Occupational Skill Standards, see CE 080 475-492.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advisory Committees; Competence; Competency Based Education; Computer Literacy; Data Processing; Databases; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Potential; Employment Qualifications; Equipment Maintenance; Equipment Utilization; Evaluation Criteria; Glossaries; Guidelines; Information Processing; Information Services; Job Skills; Labor Force Development; Occupational Clusters; Office Machines; Office Management; *Office Occupations Education; *Performance Based Assessment; Planning; Program Guides; Records Management; Secondary Education; Spreadsheets; *State Standards; Statewide Planning; St *Administrative Services; *Illinois; Machine Transcription
IDENTIFIERS- *Administrative Services; *Illinois; Machine Transcription

This document, which is intended for workforce preparation program providers, details the Illinois Occupational Skill Standards for programs preparing students for administrative support occupations. The document begins with overviews of the Illinois perspective on occupational skill standards and credentialling, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 99 tasks typically performed by administrative support personnel. Each skill standard statement contains the following components: (1) a job summary; (2) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (3) performance elements and assessment criteria; and (4) a recommended assessment and credentialling approach. The standards are grouped into the following 13 categories: organizing and planning functions; maintenance of equipment and supplies; financial functions; management of records and files; information processing activities; word processing; machine transcription; basic data processing; computer file manipulation; document processing; database and spreadsheet operations; computer applications; and basic office operations.

Credentialing Council, Health and Social Services Subcouncil, and Physical Therapist Assistant Cluster Standards Development Committee members; Health and Social Services Subcouncil Physical Therapist Assistant Cluster Skill Standards Recognition Proposal; and a list of workplace skills. (KC)

ED 443 033 CE 080 491

Illinois Occupational Skill Standards: Retail Garden Center Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 97
NOTE- 57p.; For other Illinois Occupational Skill Standards, see CE 080 475-492.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Behavioral Objectives; Competence; Competency Based Education; Educational Objectives; Employment Potential; Evaluation Criteria; *Horticulture; *Job Skills; Job Training; Nursery Workers (Horticulture); Occupational Clusters; Ornamental Horticulture Occupations; *Performance Based Assessment; Plant Growth; Plant Propagation; Postsecondary Education; Program Guides; *Retailing; Secondary Education; *State Standards; Statewide Planning; Student Certification; Student Evaluation; Trees; Vocational Education
IDENTIFIERS- Illinois

These skill standards, developed through a consortium of educational and industry partners in Illinois, serve as guides to workforce preparation program providers to define content for their programs and to employers to establish the skills and standards necessary for job acquisition and performance. The skill standards include the following components for each skill defined: performance area; performance skill; skill standard; and performance elements and assessment criteria. This publication contains skill standards for retail garden center occupations defined on eight levels (parking lot attendant; delivery person; stock person; salesperson; hard goods and gifts manager; indoor plant manager; outdoor plant manager; and garden center manager) by increasing level of difficulty. Thirty skill standards are included in the areas of payment points; customer service; merchandising; maintaining tools and equipment; clean-up; displaying merchandising; soils; waste disposal; plant delivery; loss control; weed and insect control; emergency procedures; financial analysis; stocking and pricing merchandise; maintaining facilities; plant care; plant arrangements; landscape design; wreaths and Christmas trees; signs; aquatic plants and animals; accident and insurance reports and claims; and consumer complaints. The following items are appended: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Agriculture and Natural Resources Subcouncil, and Retail Garden Center Standards Development Committee members; Agriculture and Natural Resources Subcouncil Retail Garden Center Cluster Recognition Proposal; and a list of workplace skills. (KC)

ED 443 034 CE 080 492

Illinois Occupational Skill Standards: Surgical Technologist.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 99

representative of students in Wisconsin. The results of this survey can be used to make important references concerning the health-risk behavior of all Wisconsin public high school students in grades 9 through 12. The following issues were examined in the survey: assets, unintentional injuries, weapons and violence, suicide, tobacco, alcohol and other drugs, sexual behavior, diet and exercise, and relationships between risk factors. A questionnaire is provided. (Contains 2 tables, 50 figures, and 30 references.) (MKA)

ED 443 053 CG 030 130

Cook, Paddy; Gartner, Constance Grant; Markl, Lise; Henderson, Randi; Brooks, Margaret K.; Wesson, Donald; Dogoloff, Mary Lou; Vitzthum, Virginia; Hayes, Elizabeth
Substance Abuse Treatment and Domestic Violence. Treatment Improvement Protocol (TIP) Series 25.
PUB DATE- 97
NOTE- 168p.; For other documents in the TIP Series, see CG 030 098-103 and CG 030 131-134.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Battered Women; Behavior Modification; Counseling; Counselor Training; Decision Making Skills; *Drug Rehabilitation; Family Counseling; *Family Violence; Interpersonal Relationship; *Intervention; Males; Mental Health; *Sex Role; *Substance Abuse

The major goal of this TIP, on the best practice guidelines to improve the treatment of substance abuse, is to provide clinicians, educators, and paraprofessionals with the latest findings concerning domestic violence. The information is intended to educate providers about the needs and behaviors of batterers and survivors, and how to tailor treatment plans accordingly. The focus is on men who abuse their female partners and women who are battered by their male partners. It reports that up to one half of the men who commit acts of domestic violence also have substance abuse problems. Failure to address domestic violence issues among substance abusers can interfere with treatment effectiveness and contribute to relapse. Chapters include information on the survivors of domestic violence, screening and referral of survivors and batterers for additional services, legal issues, coordinated community linkages, and a summary of recommendations. It states that teaching decision-making skills to both the men and women involved in domestic violence is a key aspect of treatment. Appendixes include: "Bibliography," "Federal Confidentiality Regulations," "Instruments," "Sample Personalized Safety Plan for Domestic Violence Survivors," "Hotlines and Other Resources for Domestic Violence and Related Issues," "Resource Panel," and "Field Reviewers." (Contains approximately 200 resources.) (JDM)

ED 443 054 CG 030 131

Cook, Paddy; Davis, Carolyn; Howard, Deborah L.; Kimbrough, Phyllis; Nelson, Anne; Paul, Michelle; Shuman, Deborah; Brooks, Margaret K.; Dogoloff, Mary Lou; Vitzthum, Virginia; Hayws, Elizabeth
Substance Abuse among Older Adults. Treatment Improvement Protocol (TIP) Series 26.

expression in the world of work and relationships. Evaluative research is ultimately expected to demonstrate the efficacy of this approach. An appendix, "Cultural Tendencies for Males and Females," is provided. (Contains 6 tables and 74 references.) (Author/MKA)

ED 443 072 CG 030 186

Coe, Michael T.
Substance Use, Safety and School Climate in Idaho, 1998.
PUB DATE- 99
NOTE- 186p.; Cover page reads: 1998 Idaho Substance Use and School Climate Survey.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Drinking; Driving While Intoxicated; Drug Use; *Educational Environment; Intermediate Grades; Juvenile Gangs; *School Safety; Secondary Education; Smoking; *Substance Abuse; Tables (Data); Tobacco; Weapons
IDENTIFIERS- Idaho

This report details the results of the 1998 Idaho Substance Use and School Climate Survey, conducted by the Northwest Regional Educational Laboratory for the Idaho Department of Education. Sixth, eighth, tenth, and twelfth grade students were asked about the use of alcohol, tobacco, and illegal drugs, as well as about their perceptions of the school environment, safety at school, and related safety issues. Results show that prevalence rates for use of alcohol, drugs, and tobacco by Idaho public school students were substantially lower than the national average across grade levels. Alcohol, drug, and tobacco use rose dramatically from sixth to tenth grade. At each grade level, there was very little change in alcohol use from the 1996 survey to the 1998 survey in the number of students reporting moderate or high alcohol use. Light to occasional drinking was lower in 1998 and abstinence was higher. From 1996 to 1998 drug use dropped significantly among sixth and eighth grade students. Rates for all drugs at all grade levels were down slightly, with lifetime prevalence of use of stimulants, marijuana, hallucinogens, depressants, and inhalants in eighth graders being significantly lower. From 1996 to 1998 rates of teen smoking and use of smokeless tobacco declined. The number of students reporting carrying weapons to school dropped from 1996 to 1998, while gang membership remained stable. High school seniors reporting driving under the influence of alcohol or drugs also decreased. An appendix provides survey data statewide and by region. (Contains 33 tables.) (MKA)

ED 443 073 CG 030 187

Reason, Robert D., Comp.
NASPA Salary Survey 1999-2000: Comprehensive Report.
PUB DATE- 00
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; National Surveys; *Salaries; *Student Personnel Workers; Tables (Data)
IDENTIFIERS- *National Assn of Student Personnel Administrators

The National Association of Student Personnel Administrators (NASPA) Research Division surveys its members every two years regarding salary information for key student service positions.

being used within cyberculture. Some of these ways replicate offline communication, while others are unique to cyberculture and deserve close inspection if people are to understand the complexities of the literacy being adopted by students. The paper concludes that virtual environments flourish across the Web, and educators have much to gain by accessing the technology and involving their students. Contains 12 references. (Author/NKA)

ED 443 095 CS 014 035

Walker, Carolyn Ann; Zhuo, Fuqiang; Faris, Saundra E.; Abbott, Judy A.; Nedeff, Anita; Oaks, Ruth; Webb-Dempsey, Jaci; Steele, Sarah; Rudden, Jane; Domas-Brown, Michelle
Experiences in Collaboration: Development of an Interactive Hypermedia Program.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Computer Software; *Educational Cooperation; Elementary Education; Higher Education; *Hypermedia; *Literacy; Program Development
IDENTIFIERS- Interactive Model; Technology Integration

This paper describes the ways in which a number of individuals, including elementary school children, classroom teachers, and university faculty and staff, collaborated (initially through a literacy discussion group or LDG) over a number of months to develop an interactive hypermedia software program to improve students' literacy. The LDG approached the process of developing the software program as an opportunity for action research, and group members collected data and engaged in analysis to reflect on the processes involved in developing materials for classroom use and on the nature of their collaboration. The paper presents the contexts that led to the collaboration, the ways in which the participants worked together to develop the program, the themes of the collaboration, and suggestions for those considering collaborative projects. Contains 19 references. Attached are a timeline of program development, a look at challenges faced in program development, and information regarding decision making in program development. (NKA)

ED 443 096 CS 014 036

Commeyras, Michelle
On Choosing To Be a Literacy Animator.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Literacy; *Reading Teachers; *Teacher Role
IDENTIFIERS- Critical Pedagogy; Educational Issues; Educator Role; Literacy as a Social Process; *Professional Identity; Teaching Perspectives

In this paper, the author explains why she prefers the term "literacy animator" to "literacy educator." According to Oladumi Arigbede (1994), literacy animators view their role as assisting in the self-liberating development of people in the benefits of reading aloud to children. Family members will learn how they can positively impact their children's success in school by reading aloud to them at home. A model session using a local story demonstrates read-aloud suggestions and techniques. This guide provides enough information to begin the important, fun, and easy activity at home. Other audio guides in the series are available in the Pacific languages of Carolinian, Chamorro, Chuukese, Hawaiian, Ilocano, Kosraean, Marshallese, Palauan, Samoan, Wolealan, and Yapese. (RS)

ED 443 117 CS 014 203

Tamoyose, Tremaine
Reading Aloud to Children. A Bilingual Audio Guide. English/Samoan Audiotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 0p.; See CS 014 195-205 for other audio guides in the series.
LANGUAGE- English; Samoan
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; Early Childhood Education; *Family Involvement; Models; *Parent Participation; Parent Student Relationship; *Reading Aloud to Others; Samoan; Story Reading

One of a series of 10 English/Pacific language audiocassettes, this bilingual (English/Samoan) audio guide explores the benefits of reading aloud to children. Family members will learn how they can positively impact their children's success in school by reading aloud to them at home. A model session using a local story demonstrates read-aloud suggestions and techniques. This guide provides enough information to begin the important, fun, and easy activity at home. Other audio guides in the series are available in the Pacific languages of Carolinian, Chamorro, Chuukese, Hawaiian, Ilocano, Kosraean, Marshallese, Palauan, Pohnpeian, Wolealan, and Yapese. (RS)

ED 443 118 CS 014 204

Tamoyose, Tremaine
Reading Aloud to Children. A Bilingual Audio Guide. English/Wolealan Audiotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 0p.; See CS 014 195-205 for other audio guides in the series.
LANGUAGE- English; Wolealan
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; Early Childhood Education; *Family Involvement; Models; *Parent Participation; Parent Student Relationship; *Reading Aloud to Others; Story Reading
IDENTIFIERS- Wolealan

One of a series of 10 English/Pacific language audiocassettes, this bilingual (English/Wolealan) audio guide explores the scores in reading and mathematics as well as other educational and social outcomes. Private-school African-American students in grades 2-5 outperformed their public-school peers by three national percentile points in reading and seven points in mathematics, but trailed their public-school peers in reading by eight points. No significant differences between the test score performance of non-African-American students in private schools were observed in either reading or mathematics. An appendix contains three parts: (1) a discussion of the procedures for adjusting weights; (2) tables of characteristics for those who did and did not attend the follow-up testing sessions and results of logit models used to estimate weights; and (3) full results from equations estimating impacts on test scores. (DFR)

ED 443 139 EA 030 416

Wells, Zella; Rinehart, James S.; Scollay, Susan J.
Kentucky's Induction-Model Intern Assistant Principals: Players or Designated Hitters in High-Stakes Accountability?
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 29-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistant Principals; *Competency Based Education; *Educational Change; Elementary Secondary Education; *Professional Training; *School Administration; Sex Differences; *Teacher Interns
IDENTIFIERS- *Kentucky; University Council for Educational Administration

This paper reports on a study that sought to achieve three things: (1) to determine the nature of Kentucky's 1997-98 principal interns and assistant principal interns and to compare the work performed by these two types of interns; (2) to ascertain if work differences existed among assistant principal interns according to gender or school level; and (3) to investigate possible changes, including effects of reform initiatives such as high-stakes accountability on the role of 1997-1998 first-year principal and assistant principal interns. All 154 principal interns and assistant principal interns in K-12 public schools were surveyed using a descriptive questionnaire, 134 of whom responded. Findings from this study underscore the continued contradiction between the espoused value of the assistant principalship as an ideal training ground for the principalship and the actual duties performed in 1997-1998 by assistant principal interns in Kentucky. Based on the survey responses, the demographic characteristics of principal and assistant principal interns are more similar than different, with the exception of gender differences. However, the self-reported administrative duties of principal interns were significantly different from those reported by assistant principal interns. Appendixes contain Principal and Assistant Principal Interns' Administrative Duty Rankings. (Contains 43 references.) (DFR)

ED 443 140 EA 030 444

Mutch, Carol
The Struggle for Ideological Control over Curriculum: Two New Zealand Examples.

development has become an urgent need for many schools. It is, therefore, important to examine related issues and policy options involved in school-based curriculum development and to find proper models and suggestions for elementary and secondary schools to organize curriculum development committees. These committees go on to develop the school-based curriculum. This study examines practitioners' views of and attitudes toward a school-based curriculum development at the beginning stages of a 2-year project. It also examines the education system's professional confidence and readiness in developing school curriculum autonomously. Based on the analysis of interview data collected from 12 schools in the Taipei area, this paper reports initial findings and the problems and promises embedded in the current school-based curriculum development movement in Taiwan. (DFR)

ED 443 160 EA 030 467

Chow, Ping-yan Alan
To Innovate and Change: A Critique on How Education Policy Is Implemented and What Necessary Conditions for School Improvement Should Be Created in Hong Kong.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Hong Kong, China, January 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Educational Change; Educational Development; *Educational Improvement; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Foreign Countries; Public Schools; *School District Autonomy
IDENTIFIERS- *Hong Kong

In the 1990s, Hong Kong underwent a great deal of education reforms in response to the public's concern for the quality of education. To keep pace with social and economic developments, education policies have had to be reviewed periodically so that necessary modifications could be made. In 1999, the Education Commission was requested to conduct a comprehensive review of the overall education system and required to submit its recommendations. In Hong Kong, the change agenda has increasingly been set by politicians rather than educators. With the centralization of education reform, teachers have seemingly lost control of change. This paper describes how education policies could be adequately implemented at school levels and what necessary conditions should be created for possible school improvement in Hong Kong. The discussion adopts a critical perspective and, in its conclusion, outlines several implications to alert policymakers as well as the "frontier practitioners" as to how this education policy can be successfully implemented. (Contains 54 references.) (DFR)

ED 443 161 EA 030 469

Superintendent's Briefing Book: Vital Information for School District Leaders.
PUB DATE- 99
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

officials to adopt a combination of leadership strategies that could be characterized as restricted transformational or transactional. Leaders were led to minimize resistance to change by focusing on a cultural transformation that was designed to win over stakeholders. (Contains 29 references.) (RJM)

ED 443 180 EA 030 501

Wallace, Mike
The Wisdom of Solomon: Achieving Equity in Large Scale Reorganisation of Schooling.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; *Instructional Leadership; Policy Formation; Resistance to Change; School Restructuring
IDENTIFIERS- England; *Local Education Authorities (United Kingdom)

This paper describes how characteristics of complex educational change can hinder efforts to achieve equity. It reports that factors beyond the control of educational leaders may hamper their wish of equality. The article is based on an investigation of large-scale local education areas (LEAs) and how initiatives to reorganize schools were managed in the LEAs and the schools. The research concentrated on what happened across the different administrative levels of the education system and the short- and medium-term consequences for school staff once reorganization was complete. To gather data, semistructured interviews and document surveys that concentrated on managing the implementation of approved reorganization proposals were conducted. Results show that the reorganization affected thousands of people, and the many facets of reorganization had different effects on the people involved. Individuals at the school level perceived reorganization as inherently inequitable due to factors beyond their control. Those working in middle schools were particularly threatened as middle-school students were reassigned to elementary schools or high schools. Also, the reorganization initiatives consisted of many interrelated and differentiated parts so that different levels of reorganization occurred among LEAs, resulting in an unequal distribution of power and efforts at equity. (Contains 22 references.) (RJM)

ED 443 181 EA 030 502

McCoy, Mary Helen S.; Taylor, Dianne L.
Does Block Scheduling Live Up to Its Promise?
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Block Scheduling; *Discipline; Educational Change;

requirements of the Individuals with Disabilities Education Act (IDEA) 1997 and Section 504 of the Rehabilitation Act. Following a brief introduction and definitions of key terms, individual sections address the following topics: (1) legal responsibilities; (2) assistive technology as part of the special education process; (3) training issues, (4) equipment considerations; (5) funding issues; (6) frequently asked questions and answers; and (7) technology accommodations. The final two sections list resources and references. Five appendices include federal letters of clarification on assistive technology, information on the range of assistive technology, guidelines for selecting assistive technology, the Medicaid funding procedure, and state assessment and individualized education program forms. (Contains 22 references.) (DB)

ED 443 203 EC 307 895

Guidelines: Procedural Safeguards. Prior Written Notice and Parental Consent Procedures.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Due Process; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Federal Regulation; Guidelines; *Parent Participation; *Special Education; *State Standards
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *North Dakota

These guidelines are intended to assist North Dakota special educators and administrators in providing procedural safeguards including prior written notice and parental consent. Guidelines are closely correlated with requirements under the Individuals with Disabilities Education Act (IDEA) 1997. Each section of these guidelines summarizes relevant requirements under the IDEA regulations. The section on procedural safeguards is followed by a table summarizing procedures regarding prior written notice, procedural safeguards, and parental consent. Separate sections specify guidelines for prior written notice and parental consent for evaluation and special education services. Appended are the full text of the relevant federal regulations and sample forms. Also appended is a document for parents entitled, "Procedural Safeguards in Special Education for Children and Parents." This booklet also covers topics such as records, evaluation procedures, least restrictive environment, educational surrogate parents, discipline, and private school placement. (DB)

ED 443 204 EC 307 896

Guidelines: Evaluation Process.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

and characteristics of services; and LRE. An LRE planning worksheet is attached. Five appendices include the form for reporting service settings, definitions for eligibility, description of an alternative procedure to identify the most appropriate learning environment, non-categorical delay reporting option, and the state recommended early childhood special education IEP form. (DB)

ED 443 225 EC 307 918

Kolberg, Jeanette; Gustafson, Keith; Ekblad, Alan
Early Childhood Special Education for Children with Disabilities, Ages Three through Five: Transition.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Delivery Systems; *Disabilities; Early Childhood Education; Individualized Education Programs; *Individualized Family Service Plans; Kindergarten; *Special Education; *State Standards; *Transitional Programs
IDENTIFIERS- *North Dakota

This document presents North Dakota guidelines to help transitions of young children with disabilities. It identifies two critical service delivery transitions for these children: first, when the child enters early childhood special education services (ECSE) and second, when the child exits those services. Following an introduction, there is a discussion of the role of transition when the child first enters the program including development of the Individual Family Service Plan (IFSP). The following section focuses on the second transition, when the child exits the ECSE program, with sub-sections on the role of transition agreements and the role of curriculum. Appendices comprise the major portion of the document and include: a chart showing the transition process from infant development programs, a summary of notice/consent needs during the transition process, a comparison of federal requirements for the IFSP and the IEP (Individualized Education Program), the recommended 3-5 transition process from ECSE programs to school-age programs, a list of potential differences between ECSE and kindergarten programs, a list of social/survival skills critical for successful transitions, a kindergarten classroom checklist, and a preschool/kindergarten teacher questionnaire. (DB)

ED 443 226 EC 307 919

Kolberg, Jeanette
Early Childhood Special Education for Children with Disabilities, Ages Three through Five: Program Evaluation.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Education; Delivery Systems;

of a 10-step methodology using functional behavioral assessment and intervention. Emphasis is on the use of positive behavioral intervention plans and supports as encouraged by the 1997 Amendments to the Individuals with Disabilities Education Act. A rationale for this approach is offered which focuses on the need to understand the function of an inappropriate behavior and to replace it with a suitable behavior that serves the same function. This guide details the following steps: (1) develop and implement a behavioral intervention plan (including plan elements, strategies to address behavior functions, student supports, and reinforcement); (2) monitor faithfulness of implementation of the plan; (3) evaluate effectiveness of the behavioral intervention plan; and (4) modify the behavioral intervention plan. It also briefly addresses obstacles to effective functional behavioral assessment and behavioral intervention plans and supports. Four appendices include: a functional assessment/behavioral intervention checklist; a positive behavioral intervention plan planning form; a forced-choice reinforcement menu; and a sample crisis/emergency plan. (Contains 46 references.) (DB)

ED 443 246   EC 307 941

Kupper, Lisa, Ed.
Reading and Learning Disabilities. NICHCY Briefing Paper. 3rd Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Academy for Educational Development, Washington, DC.
PUB DATE- 00
NOTE- 18p.; For previous edition, see ED 380 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; Agencies; Child Rearing; Disability Identification; Elementary Secondary Education; Intervention; *Learning Disabilities; Organizations (Groups); Parent Participation; *Reading Difficulties

Intended for parents of children with reading and learning disabilities, this publication provides basic information and identifies related organizations and other resources. The first section is an article titled, "A Look at Learning Disabilities in Children and Youth" (Larry B. Silver). This article reviews types of learning disabilities (based on stages in an information processing model) and detecting and treating learning disabilities in children. The second section offers specific suggestions for parents, such as participating in the child's Individualized Education Program planning, teaching through the child's areas of strength, and encouraging the child to develop any special talent. The third section discusses adults with reading or learning problems and stresses the need for diagnostic testing and the questioning of evaluators. The final section is an annotated directory of organizations including national clearinghouses and government and state agencies, national learning disability organizations, and national literacy organizations. (Contains 32 references.) (DB)

ED 443 247   EC 307 942

Kay, Kiesa, Ed.

Meyer, Kirk
The Boston Schoolyard Initiative: An American City's Approach to Sustainable Schoolyard Development.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Learning through Landscapes: Grounds for Celebration Conference (September 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Planning; *Educational Facilities Improvement; Elementary Secondary Education; Program Development; *Urban Schools
IDENTIFIERS- *Boston Public Schools MA; Massachusetts (Boston); *School Yards

This presentation describes the development process behind the Boston Schoolyard Initiative: a 5-year, inner city, community-driven initiative to transform neglected and unwelcome schoolyards into active centers of school and community use. Each phase of the initiative is discussed from community organizing through design, construction, and ongoing maintenance. The initiative shows sustainable schoolyard programs need total involvement from all potential users in the design and development phases, a focus on the multi-use approach, the integration of the school grounds into the life of the school, and inclusion of the school yard in future budgeting allocations. (GR)

ED 443 267 EF 005 732

Annual Bond Referenda Survey: 1998.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Bond Issues; Comparative Analysis; *Educational Facilities Improvement; Elementary Secondary Education; Property Taxes; *Public Schools; *Public Support; *School Budget Elections; *School Construction
IDENTIFIERS- *New Jersey

An annual school bond survey for New Jersey reveals that while the state's voters had approved 60 percent of the school bond issues in 1998, the communities clearly could not meet the state's multi- billion dollar construction needs on their own. Further, communities with high property taxes had fewer bond elections and approved less of them than communities with lower property tax burdens, and property tax rates was the influential factor independent of the size of the bond issue. Proposals to help stimulate the number of bond elections and approvals across the state include initiating property tax reform; state financing of school construction programs; and educational impact fees, i.e., allowing municipalities to charge developers fees to cover the costs of school improvements made necessary by new residential construction. Statistical results of the New Jersey School Boards Association Annual Bond Referenda Survey for 1998 are provided. (GR)

ED 443 268 EF 005 733

Annual Bond Referenda Survey: 1999.
PUB DATE- 00

Sampsell, Martha; Thompson, Earl
Managing Diversity: A Cooperative Course in Foreign Languages and Business.
PUB DATE- 99
NOTE- 5p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (17th, Ypsilanti, MI, April 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Business Education; *Classroom Techniques; *Course Descriptions; *Cultural Awareness; French; German; Higher Education; *Multicultural Education; Second Language Instruction; Second Language Learning; Spanish
IDENTIFIERS- North American Free Trade Agreement

This very brief paper is a description of a business course, "Business 350 Managing Diversity," at Elmhurst College in Illinois. The course is taught in an intensive 6-day, 42-hour format. The underlying philosophy of the course is that one becomes more open to the diversity of others by better understanding the diversity within oneself. Reflecting this belief, the course is taught in an experiential format rather than through lectures. Only by engaging their own feelings and by interacting with others around diversity issues can a student become more comfortable with her stereotypes and thus more comfortable with herself and others. Most of the students in the course are adult business majors with substantial prior life and work experience. The course incorporates management activities, role playing and simulation, guest speakers, multicultural sensitivity and culture exercises, and a synthesizing capstone project. It is concluded that the intensive pace of the course, flexibility in the classroom, and physical comfort in the classroom all contributed to the success of the course. (KFT)

ED 443 289 FL 026 327

Fidalgo, Reyes
Gender-Based Approaches to Language Teaching and Language Choice in the Academic Environment: An Analysis.
PUB DATE- 99
NOTE- 15p.; Paper presented at the International Symposium on Language Teaching Methodology (4th, Kunming, China).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Classroom Environment; *Classroom Research; Dialects; English (Second Language); Higher Education; *Language Styles; *Language Usage; Second Language Instruction; Second Language Learning; Sex Differences; *Sociolinguistics; Teaching Methods
IDENTIFIERS- *Language Choice

The focus of this highly quantitative investigation is the analysis of the differences observed, both in methodological approach and in language choice in the classroom, during five years of classroom visitations. The study reflects information collected from two very different institutions with radically distinct populations: a rural setting with traditional students of a rural background with very limited ethnic diversity; and a city setting with a commuting population of low socio-economic level, ethnically diverse, non-traditional students. While

Pattillo, Manning M., Jr.
Private Higher Education in the United States.
PUB DATE- 90
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; Athletics; College Administration; *College Role; Competition; *Higher Education; Leadership; *Private Colleges; Research Universities; Social Values; State Aid; Student Financial Aid; Tenure; Values

This monograph offers reflections on the role of private higher education in American society. Chapter 1, "Scope and Diversity of Private Higher Education," defines private higher education and notes that private institutions run the gamut from liberal arts colleges to comprehensive colleges and universities, to specialized institutions, two-year colleges, and church-related institutions. Chapter 2, "Contributions of Private Higher Education to American Society," notes that private higher education provides competition to the public higher education, is a center of academic freedom removed from political influence, reflects a wide variety of value systems, and plays a role in educating and preparing political and business leadership. Chapter 3, "The Future of Private Higher Education," forecasts that private research universities will remain centers of scholarship and teaching; that private selective colleges of arts and sciences will become stronger; and that weaker institutions, especially historically black colleges, will close or go public. Other trends noted include gains in quality and resources in the South, increased state financial support to students who choose private institutions; an emphasis on good management and assessment practices; modification of tenure; expansion of student financial aid; athletic reforms; changes in social values; and a continued role for private higher education. (SM)

ED 443 309 HE 033 063

Wilcox, Susan
Learning from Our Past: The History of Educational Development in Canadian Universities. Occasional Papers in Higher Education Number 8, Occasional Paper Series.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Educational Development; Educational History; Educational Improvement; *Faculty Development; Foreign Countries; *Higher Education; Historiography; Inservice Education; *Instructional Development; Oral History; Primary Sources; Professional Training; *Program Development; Research and Development Centers
IDENTIFIERS- *Canada; Canadian Society for the Study of Higher Education; McGill University (Canada); Ontario University System

This paper examines the evolution over three decades of the educational development (ED) movement in Canada. An informal history of ED was constructed, using published documents about ED and personal interviews with 8 educational developers who played key roles in programs and ED centers; e-mail responses were received from ten other developers. Five "critical" scenes

Educator Education
IDENTIFIERS- *Educational Leadership; *North Carolina

This paper describes how one North Carolina state university redefined its educational leadership program after facing state demands to alter leadership preparation. Concurrent with other national initiatives to reform preparation of school leaders, this initiative was designed to rethink the purpose and function of leadership preparation. After reorganizing the school of education, launching a revised masters of school administration (MSA) program, and combining three programs (the Ed.D., MSA in educational leadership, and Ph.D. in cultural foundations) under one department, the department began a review of the programs. A departmental statement of beliefs was developed to examine program elements; this manifesto helped articulate core beliefs and build understanding and connections between the leadership and faculty. Issues of course content and pedagogy, writing and research, hiring practices, and admissions practices were examined. The paper offers the redesign of an Ed.D. internship as one example of how the manifesto was implemented. The internship is built around a series of activities that involve--shadowing, participation in practice, advocacy, and critical reflection. All of these are designed to provide students with an opportunity to experience leadership and reflect upon its consequences. (Contains 19 references.) (SM)

ED 443 328   HE 033 083

Ediger, Marlow
Assessment of the Higher Education Curriculum.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Behaviorism; Curriculum Evaluation; *Educational Objectives; Educational Philosophy; Educational Psychology; Educational Quality; *Evaluation Criteria; Existentialism; Experiments; Higher Education; *Learning Experience; *Preservice Teacher Education; Reflective Teaching; *Teaching Methods
IDENTIFIERS- Idealism

This document proposes that preservice teachers assess various learning philosophies to find methods that may be useful in teaching at the higher education level. In the first section of the paper ten broad principles of teaching are cited: developing and maintaining student interest; motivating learners; providing useful learning opportunities; making learning meaningful; making learning purposeful; attending to individual needs and differences; logical sequencing; instructor enthusiasm for learning; making learning enjoyable; and using appropriate assessment techniques that reveal how well the instructor is using these principles. The next sections of the paper discuss assessment of instructional objectives, and using learning activities to achieve objectives, noting that learning activities should be varied, inclusive, and based on student learning styles. Learning activities should also meet a hierarchy of student needs, be technologically up to date, emphasize experiential activities, and be governed by the philosophy of education. A final section of the paper discusses various philosophies of instruction, including experimentalism, idealism, existentialism, and behaviorism. (Contains 13 references.) (SM)

Students' contributions were generally posted on time; and most students exceeded the minimum requirements for number and length of contributions; and discussions were constructive in tone. Appended are a list of weekly topics and a partial list of nodes. (Contains 17 references.) (SM)

ED 443 347 HE 033 104

Tekian, Ara; Jalovecky, Michael J.; Hruska, Laura
A Quantitative Assessment of "At Risk" Students and Medical School Performance: The Importance of Adequate Advising and Mentorship.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Counseling; Faculty Advisers; *High Risk Students; Higher Education; *Medical Education; Medical Students; Mentors; *Minority Groups; School Counselors; Student Adjustment; Student Attitudes; Student Personnel Workers; Teacher Student Relationship
IDENTIFIERS- Adviser Effectiveness; *Advisers; University of Illinois Chicago College of Medicine

The purpose of this study was to examine the impact of mentorship and advising as related to underrepresented minority (URM) students' experience and performance in medical school. URM students (n=23) from the University of Illinois at Chicago College of Medicine who matriculated in 1994 and 1995, and who were determined to be at risk of delay or withdrawal, were interviewed about the presence of mentor and advisor influences. The interviews examined student performance and curriculum evaluation, academic advisor efficacy and experience with mentoring, and students' personal history. Statistical analyses of the interview data revealed significant relationships between students' medical school experience and performance, whether or not they had mentors, and whom they chose as mentors. Students' evaluations of their advisors' efficacy was significantly dependent on whether or not they experienced any delays in their medical school training. Students' sense of integration within the university environment was also significantly related to their experiences with their advisors and mentors. (Contains 12 references.) (SM)

ED 443 348 HE 033 105

Klinzing, Hans Gerhard
Interacting as Experimenting. The Integration of Interaction Laboratory Functions for Lecture Improvement: Four Studies.
PUB DATE- 00
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Decision Making; Foreign Countries; Higher Education; *Interpersonal Competence; Learning Laboratories; *Lecture Method; Preservice Teacher

DESCRIPTORS- Budgeting; Computer Uses in Education; Distance Education; *Educational Finance; *Higher Education; Labor Force Development; Policy Formation; *Politics of Education; *State Aid; State Legislation; *Student Financial Aid; Teacher Evaluation; Technology Transfer; Trend Analysis; Tuition

This is the second in an annual series of reports that summarize financing trends affecting higher education. The report notes that state appropriations to higher education reached $56.7 billion in fiscal year (FY) 2000, an increase of 7 percent over FY 1999, and the largest ever appropriated by states for higher education. The 1999 legislative sessions were marked by limitations on tuition increases and increases in the use of performance measures and other accountability requirements. Average levels of student indebtedness continued to increase, with loans comprising almost 60 percent of all student financial aid. Affordability, workforce preparation and accountability, performance-based funding, and reform of teacher preparation programs were the most important issues on state legislative agendas for 2000. The report details state appropriations trends at both the state and national levels, examines some regional changes, notes trends in pricing and student financial aid, and examines some other issues, including changes in governance structures, performance-based budgeting, technology and distance education, and projected funding for FY 2001. (Contains 43 references.) (CH)

ED 443 367 HE 033 132

Smith, Helen, Ed.; Armstrong, Michael, Ed.; Brown, Sally, Ed.
Benchmarking and Threshold Standards in Higher Education. Staff and Educational Development Series.
PUB DATE- 99
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Standards; *Benchmarking; Comparative Analysis; *Competency Based Education; Curriculum Evaluation; *Educational Quality; Effective Schools Research; Evaluation Methods; Foreign Countries; Higher Education; Instructional Effectiveness; Interdisciplinary Approach; Performance; *Performance Based Assessment; Performance Factors; *Quality Control; School Effectiveness; Teacher Effectiveness
IDENTIFIERS- New Zealand; South Africa; United States

This book explores the issues involved in developing standards in higher education, examining the practical issues involved in benchmarking and offering a critical analysis of the problems associated with this developmental tool. The book focuses primarily on experience in the United Kingdom (UK), but looks also at international activity in this area. The 19 essays are organized in four sections: benchmarking rationales and threshold standards; operational issues; UK perspectives on the development and use of benchmarks; and international perspectives. Titles are: "Historical and Contextual Perspectives on Benchmarking in Higher Education" (Michael Armstrong); "How Can Threshold Standards Assure and Enhance Quality?" (Sally Brown); "Benchmarking Theory--A Framework for the Business World as a Context for its Application in Higher Education" (Alex Appleby); "Benchmarks and Templates--Some Notes and Queries from a Sceptic" (Sinclair Goodlad); "Describing Higher Education--Some Conflicts and Conclusions" (Jenny Moon); "Institutional Comparisons--Reality or Illusion?" (Harvey Woolf); "Benchmarking across Subjects in an Institution" (J.P. Margham and S. Jackson); "The Business

ED 443 385 IR 020 094

Smith, Peter, Ed.
Proceedings of the 2000 ASCUE Summer Conference (33rd, North Myrtle Beach, South Carolina, June 11-15, 2000).
PUB DATE- 00
NOTE- 208p.; For the 1999 proceedings, see ED 432 983.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Conferences; Educational Development; Educational Media; Educational Planning; *Educational Technology; Elementary Secondary Education; Faculty Development; Instructional Development; Internet; World Wide Web
IDENTIFIERS- *Technology Implementation; *Technology Integration

This 2000 Association of Small Computer Users in Education (ASCUE) conference proceedings first highlights keynote speakers and describes the pre-conference workshops. The conference papers and abstracts that follow discuss: strategic planning for faculty, staff, and student development; a network lab; the Blackboard course delivery system; Web-based, self-paced computer laboratory instruction; reorganizing information technology (IT) for the future; a centralized campus calendar; Web-based discussion board; Web-enhanced compressed video education curriculum; conceptual model for distance education delivery; Macromedia Flash 4 for interactive graphics and animations on the Web; a hypothetical decimal computer; restructuring a Civilization and Culture course; helping students design programs; intelligent agent tutors; gaps in the campus community that technology can help bridge; Web-based system for introductory mathematics; deploying a video streaming application on the Web; technology in the undergraduate curriculum; CROW Project: directing faculty to course-specific Web-based teaching resources; student staffing of an Academic Learning Center; Microsoft Publisher 2000; Microsoft FrontPage 2000; state mandated education standards on technology; E-commerce; role of industry certifications in colleges; building a pre-class community; Web use for engaging students in computer science classes; strategies for supporting faculty use of technology in teaching; using active server pages and a SQL server database to create a class scheduling system; computer use for recording student scores and assigning grades; faculty and staff training for the new Millennium; student evaluations of condensed format computer courses; real time integration of the Web with student-based information systems; integrating an event calendar into the campus Web site; the Special Education Online Institute; and an information technology handbook. Includes a presenter's index. (AEF)

ED 443 386 IR 020 095

Reagan, Steven Dallas
Increasing Touch-Keyboarding Skills in the Middle School Student: "KeyWords" vs. "Type To Learn," Hand Covers vs. No Hand Covers.
PUB DATE- 00
NOTE- 77p.; Master of Arts in Educational Technology and Bible, Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)

of Boxer symbols was mediated by a variety of student representational ideas. Building upon the results of other studies that address interpretation of static representations, this study suggests that uniform student interpretation of computer-based dynamic representations is by no means assured. (Contains 16 references.) (Author/MES)

ED 443 405 IR 020 315

Oberman, Paul S.
Academic Help Seeking and Peer Interactions of High School Girls in Computer Science Classes.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Science Education; *Females; Group Dynamics; *Help Seeking; *Helping Relationship; High School Students; High Schools; Interviews; *Peer Relationship; Predictor Variables; Private Schools; Public Schools; Teacher Student Relationship

Through interviews and classroom observations, this study investigated the academic help-seeking and interactions of high school girls with their computer science classmates in both a private school and a public school setting. The study explored five aspects of this help-seeking interaction: (1) females as a gender minority in computer science; (2) determinants of peer interaction; (3) teacher versus peer assistance; (4) factors detracting from willingness to assist peers; and (5) preference for group interaction. A key finding was that physical proximity was an important determinant of help-seeking behaviors in a high school computer lab. Another finding was that girls in the sample often asked their peers for help even when they preferred the teacher's help and believed that the teacher was more knowledgeable. One counter-intuitive finding was that most girls preferred to work individually in a setting in which there was already substantial peer interaction. One implication of this study is that teachers should be wary of applying the general finding that girls prefer group work to every girl in the class and should instead respect the preference of the individual. If the findings are found in other settings, then a recommendation might be that in order to maximize help-seeking, talented programming students should be evenly distributed throughout the classroom. (Contains 33 references.) (Author/MES)

ED 443 406 IR 020 316

Packard, Abbot L.; Holmes, Glen A.
Using Action Research To Create a Computer-Assisted Homework Site.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

*Educational Change; *Educational Finance; Educational Policy; Foreign Countries; *Lifelong Learning; *Policy Formation; *Public Policy
IDENTIFIERS- Australia; Germany; Singapore; United Kingdom; United States

This discussion paper is from the Adult Learners Week National Seminar on Lifelong Learning Policy (Canberra, Australia, September 1999) that identified a number of ideas about how to foster national policy development on lifelong learning. It consists of three sections. Part 1 contains "A National Lifelong Learning Policy for Australia?" (Tony Brown), an introduction to lifelong learning policy with a list of questions to focus future discussion; two discussion starters, "Is Lifelong Learning Critical, Desirable, or Just a Good Idea?" (Philip C. Candy) and "A Vision for the Future of Australian Education and Training" (Moira Scollay), each with a list of questions to focus future discussions; and "Discussion and Recommendations of the Seminar Working Groups." Part 2 provides these examples of statements on lifelong learning from Australia and around the world: "Key Issues and Characteristics of Lifelong Learning" (National Board of Employment, Education, and Training, Australia); "Five Key Dimensions of Lifelong Learning in a Learning Society" (Peter Kearns); "Why We Need Lifelong Learning" (Australian National Training Authority ANTA); "The Attributes of a Lifelong Learning Policy Framework" (ANTA); "Lifelong Learning for All" (Donald J. Johnston); "Aims and Ambitions for Lifelong Learning" (G8 Summit Koln Charter, Germany); "The Learning Age: Towards a Europe of Knowledge" (Paul Belanger); "Learning to Succeed: A New Framework for Post-16 Learning" (United Kingdom policy document summary); "Lifelong Learning Summit" (Al Gore); and "Launch of Manpower 21 Plan" (Singapore government policy document). Part 3 has these appendixes: seminar program, seminar participants, and references. (Contains 31 references.) (YLB)

ED 442 928 CE 080 282

Continuing Vocational Training in Central and Eastern Europe . Volume 1. Cross Country Analysis. Report.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Continuing Education; Delivery Systems; Developing Nations; Economic Development; *Educational Needs; Foreign Countries; *Job Training; Labor Force Development; Postsecondary Education; *Vocational Education
IDENTIFIERS- *Europe (Central); *Europe (East)

The current state of continuing vocational training in Central and Eastern European countries and its most important challenges were analyzed. The analysis found that the former continuing vocational training systems in these areas were characterized by generally low training levels and interdependence among the state-owned enterprises that financed and provided staff training. At present, the transitioning countries of Central Europe are aware of the increased need for continuing vocational training to accompany large-scale economic and social restructuring processes. Continuing vocational training is seen as a means to raise the competitiveness of companies in both national and international markets and to increase the employability of workers. However,

PUB DATE- 97
NOTE- 45p.; A Cardoff and Bristol University ESRC-Funded Learning Society Project. Also funded by the Gwent, Mid Glamorgan, and West Wales Training Enterprise Councils. For other working papers, see CE 080 328-341 and CE 080 402.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Education; Developed Nations; Educational Opportunities; Educational Research; Foreign Countries; Geographic Regions; Job Training; *Lifelong Learning; Models; *Participant Characteristics; *Participation; Postsecondary Education; *Predictor Variables; *Trend Analysis; Vocational Education
IDENTIFIERS- Learning Patterns; *Wales (South)

This paper considers the social and structural determinants of adult participation in education and training. Section 1 deals with 11 lifetime learning trajectories identified from a systematic stratified sample of 1,104 education and training histories collected from respondents aged 15-65 in industrial South Wales. For the purposes of the paper, they are analyzed at a higher level of abstraction, with only five categories: non-participant, delayed, transitional, lifetime, and immature. This section is a simple report of empirical findings relating to the similarities and differences between the trajectories in terms of the major variables. These findings form the basis of an outline hypothesis of the social and structural determinants of participation in lifelong learning, which section 2 makes explicit. Section 3 tests the hypothesis by attempting to predict which post-compulsory trajectory each respondent will follow, using only variables not used in the classification into trajectories. A conclusion finds the determinants of participation in adult education and training are not linearly progressive; the two-component model of determination suggests that immediate further and higher education histories are predictable from privileged family background, while later learning is more dependent on changing opportunities, motivation, and learner identity. Appendixes include classification of trajectories, data tables, and trajectory determinants. Contains 25 references. (YLB)

ED 442 947 CE 080 336

Gorard, Stephen; Fevre, Ralph; Rees, Gareth; Furlong, John
Space, Mobility and the Education of Minority Groups in Wales: The Survey Results. Patterns of Participation in Adult Education and Training. Working Paper 10.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 97
NOTE- 35p.; For other Working Papers, see CE 080 328-341 and CE 080 402. Also funded by the Gwent, Mid Glamorgan, and West Wales Training Enterprise Councils.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Adult Learning; *Continuing Education; Educational Background; *Educational Mobility; Educational Opportunities; Educational Status Comparison; Family Influence; Family School Relationship; Foreign Countries; *Minority Groups; Outcomes of Education; Parent Influence; Postsecondary Education; Predictor Variables; Secondary Education; Social Mobility; *Sociocultural Patterns; *Socioeconomic Influences

voucher-like schemes were found to have considerable potential to promote lifelong learning and to increase investment in training. The case studies further established that voucher and voucher-like schemes are highly flexible mechanisms that can be designed differently to meet a diverse range of economic, social, and political objectives, depending on policymakers' objectives and priorities. (Contains 54 references.) (MN)

ED 442 963 CE 080 375

Idaho Displaced Homemaker Programs, Fiscal Year 1998. Vocational Education Legislative Report.
PUB DATE- 98
NOTE- 17p.; For 1999 report, see CE 080 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Client Characteristics (Human Services); *Displaced Homemakers; *Education Work Relationship; Educational Attainment; Educational Needs; Employment Level; Employment Patterns; Employment Services; Fatherless Family; Heads of Households; Income; Job Search Methods; *Outcomes of Education; Program Effectiveness; Program Implementation; Public Policy; Reentry Workers; *Statewide Planning; Vocational Adjustment; *Vocational Education; Welfare Recipients; Womens Education
IDENTIFIERS- *Idaho; Welfare to Work Programs

Idaho's displaced homemaker program exists to reduce the incidence of poverty among the 59,498 displaced homemakers (according to the 1990 census) and 22,147 single mothers in the state. Of those who participated in Idaho's displaced homemaker programs in fiscal year 1998 (FY1998), 924 (33%) earned less than $5,000 annually, and two-thirds had incomes below the poverty level. Nevertheless, most were trying to exist without public assistance. Idaho's displaced homemakers are served by a network of Centers for New Directions that sponsor activities designed to prepare participants for employment and/or educational opportunities. Highlights from the centers' activities for FY1998 include the following: 6-week employment readiness classes; support groups to help employment readiness training graduates continue to work toward self-sufficiency; a new competency-based curriculum covering effective job-keeping skills; 3-day workshops to help clients identify personal strengths and make the transition into employment; classes for parents going through divorce; and a conference focusing on job options for women in skilled nontraditional occupations. In FY1998, Idaho's Centers for New Directions served 2,515 participants, of whom 812 entered the labor market, 833 entered school/training, and 144 enrolled in nontraditional training. Appended is information about the demographic characteristics of FY1998 displaced homemaker program participants. (MN)

ED 442 964 CE 080 376

Idaho Displaced Homemaker Programs, Fiscal Year 1999. Vocational Education Legislative Report.
PUB DATE- 99
NOTE- 13p.; For 1998 report, see CE 080 375.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Client Characteristics (Human

LiteracyLink, which began in 1996 with funding from the U.S. Department of Education, is designed to serve large numbers of U.S. adults who require basic skills instruction. LiteracyLink includes the following components: an online learning system for adult learners; online assessment of learners' progress; and online assistance to teachers using LiteracyLink materials. All three programs illustrate key principles that can be used to improve literacy education and develop technology-based lifelong learning in both industrialized and developing countries. (MN)

ED 442 982 CE 080 414

Hirsh, W.; Pollard, E.; Tamkin, P.
Free, Fair and Efficient? Open Internal Job Advertising. IES Report.
PUB DATE- 00
NOTE- 93p.; Supported by the IES Research Club.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Case Studies; Check Lists; *Employment Opportunities; Employment Patterns; *Employment Practices; Foreign Countries; *Information Dissemination; Labor Force Development; *Labor Market; Models; Occupational Mobility; Private Sector; *Promotion (Occupational); Public Sector; Trend Analysis
IDENTIFIERS- *United Kingdom

In the 1990s, many major employers in the United Kingdom have moved to more open internal job markets (OIJMs). OIJMs give the job of filling internal vacancies to line managers and employees who see the job advertised and apply for it. The development and operation of OIJMs at the following firms were studied: Rolls-Royce; British Gas Trading; Halifax plc (public limited company); and the United Kingdom's Civil Service, Her Majesty's Customs and Excise, and the Department of Trade and Industry. The study revealed that, although they have generally been welcomed by managers and employees, OIJMs have also spawned a number of concerns on the parts of line managers involved in filling vacancies, employees, and human resources (HR) managers. Key issues related to OIJMs that must be addressed include the following: the OIJM process's slowness and labor intensiveness; rules driving out judgment; too many or too few applicants and job moves; fairness and diversity; succession planning and open markets; and the role of HR and quality control. A model for good practice in OIJMs was proposed that emphasizes clear communication and a sense of balance. (Ten figures are included. A checklist for reviewing an OIJM process is appended.) (MN)

ED 442 983 CE 080 415

Andrews, Suzanne; Gahris, Cynthia; Reeder, Marcia; Tizzano, Anthony
It's About Time: Parental Activities To Help Middle Grade Students Begin To Think About Career Choice.
PUB DATE- 00
NOTE- 18p.; For a related document on career development, see: CE 080 416 and CE 080 390.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Adult Education; Adults; Career Counseling; Career Development; *Career Education; Career Exploration; Career Guidance; *Career Information Systems; Computer Oriented Programs; Computer Uses in Education; Databases; Delivery Systems; Education Work Relationship; Elementary Secondary Education; Guidelines; *Information Dissemination; *Information Networks; Information Sources; National Organizations; Nonprofit Organizations; *Occupational Information; Professional Associations; Program Development; Retirement; Standardized Tests; Standards; State of the Art Reviews; State Programs; Statewide Planning; Trend Analysis
IDENTIFIERS- *Career Information; National Occupational Information Coordinating Com; State Occupational Information Coordinating Comm

The National Occupational Information Coordinating Committee/State Occupational Information Coordinating Committees (NOICC/SOICC) Network sponsors numerous occupational information programs and systems, including career information delivery systems (CIDS). CIDS provide useful national, state, and local information for people who are exploring, planning, or making decisions about careers. CIDS integrate data from many federal and state agency programs designed to meet the needs of various groups, including upper elementary and middle school students, high school students, adults in transition, and retired persons. CIDS provide "fingertip access" to the world of work by helping users match their individual interests, skills, and abilities to potential education and employment opportunities. The use of CIDS programs can be described as a cycle in which users access occupational and education/training information that is then delivered to them via computer or other media. State CIDS now serve 7 million users at more than 18,000 sites annually. (Appended are the following: information about statewide delivery of career information; names/addresses of CIDS developers and state CIDS directors; information about the Association of Computer-Based Systems for Career Information; standards for computer-based CIDS; information about the National Career Development Association; description of NOICC/SOICC career development initiatives; and phone numbers of SOICC directors.) (MN)

ED 443 000 CE 080 448

Stevens, David W.
Occupational Information: The "Blue Highways" of the Labor Market. NOICC Occasional Paper.
PUB DATE- 93
NOTE- 39p.; For related occasional papers, see ED 328 756, ED 339 869, ED 367 854, ED 396 160 and CE 080 446-449.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Learning; *Career Education; Competition; *Economic Change; Economic Factors; *Education Work Relationship; *Educational Needs; Employment Patterns; Employment Qualifications; *Labor Force; *Labor Market; Needs Assessment; Occupational Information; Population Trends; Prediction; Trend Analysis; Youth Employment
IDENTIFIERS- *Workforce 2000

The 1987 publication "Workforce 2000" included the following predictions for the remainder of the 20th century: (1) the U.S.

Appended are the following: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Business and Administrative/Information Services Subcouncil, and Administrative Support Standards Development Committee members; Business and Administrative/Information Services Subcouncil Administrative Support Cluster Recognition Proposal; and list of workplace skills. (MN)

ED 443 017 CE 080 475

Illinois Occupational Skill Standards: Chemical Process Technical Operators.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 99
NOTE- 91p.; For other Illinois Occupational Skill Standards, see CE 080 475-492.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advisory Committees; *Chemical Technicians; Competence; Competency Based Education; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Potential; Employment Qualifications; Environmental Education; Equipment Maintenance; Equipment Utilization; Evaluation Criteria; Glossaries; Guidelines; Job Skills; Job Training; Labor Force Development; Occupational Clusters; Occupational Safety and Health; *Performance Based Assessment; Program Guides; Safety Education; Secondary Education; *State Standards; Statewide Planning; Student Certification; *Student Evaluation; *Technical Education; Two Year Colleges; Waste Dis Chemical Operators; *Chemical Process Control; Illinois; Materials Handling
IDENTIFIERS- Chemical Operators; *Chemical Process Control; Illinois; Materials Handling

This document, which is intended for workforce preparation program providers, details the Illinois Occupational Skill Standards for programs preparing students for employment as chemical process technical operators. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 32 tasks performed by chemical process technical operators. Each skill standard statement contains the following components: (1) the skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements and assessment criteria; and (3) a recommended assessment and credentialing approach. The standards are grouped into the following categories: maintain safety, health, and environmental standards in the plant; handle, store, and transport chemical materials; operate, monitor, and control continuous and batch processes; provide maintenance and service to processes, equipment, and instrumentation; analyze plant materials; and participate in improvement and training activities. Appended are the following: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Manufacturing Subcouncil, and Chemical Process Technical Operators Standards Development Committee members; Manufacturing Subcouncil Chemical Process Technical Operators recognition proposal; and a list of workplace skills. (MN)

NOTE- 123p.; For other Illinois Occupational Skill Standards, see CE 080 474-492.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advisory Committees; *Allied Health Occupations Education; Competence; Competency Based Education; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Educational Principles; Employment Potential; Employment Qualifications; Equipment Maintenance; Equipment Storage; Equipment Utilization; Evaluation Criteria; Glossaries; Guidelines; Job Analysis; *Job Skills; Labor Force Development; Medical Services; Occupational Clusters; *Performance Based Assessment; Postsecondary Education; Program Guides; Sanitation; Secondary Education; *State Standards; Statewide Planning; Student Certification; *Student Evaluation; Surgery; *Surgical Technicians; *Illinois
IDENTIFIERS- *Illinois

This document, which is intended to serve as a guide for workforce preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment as surgical technologists. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 49 tasks typically performed by surgical technologists in the preoperative, intraoperative, and postoperative phases of treatment. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements and assessment criteria; and (3) a recommended assessment and credentialing approach. The following are among the tasks for which skill standards are provided: obtain appropriate sterile and unsterile items for procedures; maintain highest standards of aseptic technique during procedures; and assist with preparing operating rooms for subsequent patients. Appended are the following: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Health and Social Sciences Subcouncil, and Surgical Technologist Standards Development Committee members; Health and Social Sciences Subcouncil Surgical Technologist Standards recognition proposal; and a list of necessary workplace skills. (MN)

ED 443 035 CG 029 989

Pollard, Vincent Kelly
Hawai'i Youth at Risk? Conceptual Challenges in Communicating a Statewide Mentoring Initiative.
SPONS. AGENCY- Hawaii State Dept. of Health, Honolulu.
PUB DATE- 99
NOTE- 132p.; Written with Val M. Johnston and Lloyd Asato.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Behavior Modification; Dropouts; *High Risk Students; High Schools; *Mentors; Prevention; Public Education; Resilience (Personality); *State Programs; *Youth Problems

PUB DATE- 98
NOTE- 191p.; For other documents in the TIP Series, see CG 030 099-103 and CG 030 130-134.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; Behavior Modification; Counseling; *Counselor Training; *Drug Rehabilitation; *Gerontology; Intervention; Mental Health; Motivation; *Older Adults; *Substance Abuse
IDENTIFIERS- Nonprescription Drugs; Prescription Drugs; Solution Focused Brief Therapy

As alcohol and other drug disorders become acknowledged as major problems, the need increases for current information on the scope of the problem and appropriate treatment. This TIP serves to educate treatment providers with information about older adults who, in general, are more likely to hide their substance abuse, less likely to seek professional help, and mistake symptoms of substance abuse for another ailment. It brings together literature on substance abuse and gerontology to recommend best practices for identifying, screening, assessing, and treating alcohol, prescription drugs, and other medication abuse among people age 60 and older. Brief intervention is recommended as the first step of treatment, followed by motivational interviewing, and intervention. Brief interventions may include motivation for change strategies, patient education, assessment and direct feedback, contracting and goal setting, and behavioral modification techniques. Treatment programs take a holistic approach since a number of interrelated emotional, social, medical, and spiritual problems characterize older adults' experiences with substance abuse. It also includes information on cognitive-behavioral, group, individual, and family therapy approaches to treatment. Appendixes include: "Legal and Ethical Issues," "Tools," "Bibliography," "Resource Panel," and "Field Reviewers." (Contains 19 figures and approximately 400 resources.) (JDM)

ED 443 055   CG 030 132

Cook, Paddy; Dogoloff, Mary Lou; Harteker, Linda; Nelson, Anne E.; Paul, Michelle M.; Shuman, Deborah J.; Mjoseth, Marcia; Vitzthum, Virginia; Hayes, Elizabeth; Gilbert, Max; Smith, Cara; Nguyen, Y-Lang
Comprehensive Case Management for Substance Abuse Treatment. Treatment Improvement Protocol (TIP) Series 27.
PUB DATE- 98
NOTE- 137p.; For other documents in the TIP Series, see CG 030 099-103 and CG 030 130-134.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Modification; Cognitive Restructuring; Community Health Services; Counseling; *Counselor Training; *Drug Rehabilitation; Individual Needs; *Intervention; Mental Health; Motivation; Program Design; Social Problems; *Substance Abuse; *Theory Practice Relationship
IDENTIFIERS- *Case Management

For the 1999-2000 survey, 1,198 surveys were initially sent; follow-up reminders were sent by e-mail. Four hundred nineteen or 35% were returned. This was a smaller return rate than the past three surveys. This booklet contains the Comprehensive Report, the Senior Student Affairs Officer Report, and supplemental reports from the seven regions of the association. The Comprehensive Report is divided into three sections. Section 1 covers information about the institutions that returned surveys. Section 2 includes information about the Senior Student Affairs Officers. Section 3 presents data for all student service positions covered in the survey. The Senior Student Affairs Officer Report concentrates on the responses involving the Senior Student Affairs Officers, the position at each of the institutions with responsibility for the total student affairs program. The regional reports highlight salary data from each region. (The comprehensive report contains 25 tables; the Senior Student Affairs Officer Report contains 16 tables.) (MKA)

ED 443 074 CG 030 189

Martin, James; Murphy, Sheila
Building a Better Bridge: Creating Effective Partnerships between Academic Affairs and Student Affairs. Invited Paper.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrators; College Faculty; *Cooperation; Higher Education; *Student Personnel Workers

A new model among student affairs professionals, faculty, and academic administrators is emerging at colleges and universities across the country. This "partnership model" or "partnership movement" is characterized by collaborations and connections. These partnerships can serve as a transformational tool to enhance the quality of the students' educational experience in its most important aspects. This paper discusses the sources of impetus of this model. It discusses the history and the language associated with student affairs as well as the changing paradigm in student learning. Next, it explores the faculty perspective and the challenges they face in the classroom. These challenges include: students spending many hours per week involved in employment; higher education no longer being the central feature of the average college student's life; student skills levels decreasing; many part-time and non-tenured faculty; teachers growing older and more distant from the concerns and priorities of their students; and the use of technology. Then, five barriers to effective partnerships are examined. These barriers are: traditional separations among academic disciplines and departments; lack of significant, recognized rewards for faculty participation in partnerships; significant turnover in student affairs staff, particularly at entry levels; budget and reporting structures that limit scopes of operation; and "cross-cultural" communication issues. Ten applications of the partnership model are discussed. This paper concludes by explaining how successful partnerships put students at the center. (Contains 17 references.) (MKA)

ED 443 075 CG 030 190

McDonald, William M.; Bacon, Jean L.; Brown, Cathy E.; Carter, Arthur W.; Littleton, Robby A.; Moore, Betty L.; Roper, Larry world who are struggling for a more meaningful life. In explaining the author's preference, the paper touches on violence against women, globalization, misappropriation of resources, male-dominated theory, education as competition, and multiple literacies. The intention is to be persuasive and provocative in order to stimulate dialogue, debate, and introspection on the purposes and actions of teachers of reading. (Contains 19 references.) (NKA)

ED 443 097   CS 014 037

Nagy, Nancy M.; Campenni, C. Estelle; Shaw, Janet N.
A Survey of Sustained Silent Reading Practices in Seventh-Grade Classrooms.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 7; Middle Schools; Program Implementation; *Reading Achievement; *Reading Teachers; *Sustained Silent Reading; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- Pennsylvania; Program Objectives

The practice of sustained silent reading (SSR) is based on the belief that motivation, interest, self-selection, modeling, and time spent reading contribute to student reading achievement. A study was designed to ascertain the prevalence of SSR in classrooms in a particular geographic area and the degree to which the program's original goals are being met. Ninety-six seventh-grade teachers from 32 school districts in 5 northeastern Pennsylvania counties were sent a survey regarding participation in SSR, organization of the program, material selection, and methods of evaluation; 69 teachers answered the survey. Findings suggest that silent reading is popular in the classroom in part because of the opportunities for instructional decision making it provides teachers. However, the individual implementation of the program has resulted in many aspects of the actual practice of SSR deviating from the original model. Questions regarding the integrity of current practices as compared to the original model are discussed, and suggestions to teachers who plan to implement or revise SSR programs are offered. (Contains 3 figures and 28 references. A sample survey is attached.) (Author/NKA)

ED 443 098   CS 014 038

McEneaney, John E.
Learning on the Web: A Content Literacy Perspective.
PUB DATE- 00
NOTE- 30p.; Some pages will not reproduce adequately due to poor print quality of original document. This is a reformatted version of an article originally intended for presentation as a path-based Web hypertext.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Reading; Hypermedia; *Learning Processes; *World Wide Web
IDENTIFIERS- Expository Text; Online Reading; Teaching Perspectives; Technology Integration

Supporting students' learning from subject area text involves focusing on both the text's content and on the processes benefits of reading aloud to children. Family members will learn how they can positively impact their children's success in school by reading aloud to them at home. A model session using a local story demonstrates read-aloud suggestions and techniques. This guide provides enough information to begin the important, fun, and easy activity at home. Other audio guides in the series are available in the Pacific languages of Carolinian, Chamorro, Chuukese, Hawaiian, Ilocano, Kosraean, Marshallese, Palauan, Pohnpeian, Samoan, and Yapese. (RS)

ED 443 119 CS 014 205

Tamoyose, Tremaine
Reading Aloud to Children. A Bilingual Audio Guide. English/Yapese Audiotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 0p.; See CS 014 195-204 for other audio guides in the series.
LANGUAGE- English; Yapese
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; Early Childhood Education; *Family Involvement; Models; *Parent Participation; Parent Student Relationship; *Reading Aloud to Others; Story Reading
IDENTIFIERS- Yapese

One of a series of 10 English/Pacific language audiocassettes, this bilingual (English/Yapese) audio guide explores the benefits of reading aloud to children. Family members will learn how they can positively impact their children's success in school by reading aloud to them at home. A model session using a local story demonstrates read-aloud suggestions and techniques. This guide provides enough information to begin the important, fun, and easy activity at home. Other audio guides in the series are available in the Pacific languages of Carolinian, Chamorro, Chuukese, Hawaiian, Ilocano, Kosraean, Marshallese, Palauan, Pohnpeian, Samoan and Woleaian. (RS)

ED 443 120 CS 216 938

Schultz, Lucille M.
The Young Composers: Composition's Beginnings in Nineteenth-Century Schools. Studies in Writing and Rhetoric.
PUB DATE- 99
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Cultural Context; *Educational History; Elementary Secondary Education; Higher Education; *Rhetoric; Student Centered Curriculum; *Writing Instruction; Writing Strategies
IDENTIFIERS- *Nineteenth Century; Nineteenth Century Rhetoric; Pestalozzi (Johann Heinrich)

This book, the first full-length history of school-based writing instruction, demonstrates that writing instruction in 19th-century American schools was more important than has previously been assumed in the overall history of writing instruction. Drawing on primary materials that have not been considered in previous histories of writing instruction (little-known textbooks and student writing that includes prize-winning

PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; Curriculum Problems; *Educational Administration; *Educational Change; Elementary Secondary Education; Foreign Countries; Public Schools
IDENTIFIERS- *New Zealand

In the 1980s, the government of New Zealand came under the influence of a new right-wing economic ideology whose political agenda evolved to include the review and reform of education. The reforms were to take two paths: administrative and curricular. This paper focuses on the curricular reforms and the development of two key national curriculum statements: (1) the curriculum policy statement for K-12, the 1993 "New Zealand Curriculum Framework, Te Anga Marautanga o Aotearoa"; and (2) the early childhood curriculum "Te Whariki" (1996). The curriculum for years 1-13 (K-12) became centrally controlled, subject-based, and achievement oriented, while the early childhood document outlined a child-centered, thematic, and experiential curriculum. This paper explores how such divergence arose out of the same sociopolitical context. The development process and the content of the documents are analyzed using theoretical models and concepts from both traditional and contemporary curriculum theory. This paper elaborates on certain assumptions concerning curriculum in New Zealand and then outlines the curriculum history relevant to the study. The conclusion reached is that the two curricula were so different because there were differing ideological factions at work vying for control over their construction. (Contains 57 references.) (DFR)

ED 443 141 EA 030 445

Piele, Philip K., Ed.
Intelevent 99. Telecom Networks in the New Millennium: Is Global Service Provisioning Inevitable? Conference Proceedings (Edinburgh, Scotland, September 12-15, 1999).
PUB DATE- 99
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Foreign Countries; *Information Dissemination; *Information Networks; *Information Technology; *Online Systems; *Telecommunications; Telephone Communications Systems; Television; World Affairs
IDENTIFIERS- Europe

This volume contains 22 presentations delivered at the 1999 Intelevent Conference held in Edinburgh, Scotland. The proceedings were compiled, printed and distributed by the ERIC Clearinghouse on Educational Management at the University of Oregon. Papers delivered at the conference include the following: the inevitable globalization of communication; the need for the communication industry to become more and more focused on individual customers; rapid growth of wireless

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Guides; Case Studies; *Educational Assessment; Educational Change; Educational Finance; *Educational Legislation; Elementary Secondary Education; *Governing Boards; Leadership Training; Performance Factors; Public Schools; School Community Programs; School Culture; School Districts; Scores; Student Improvement; *Superintendents; Technology Education

IDENTIFIERS- Educational Research Service

This book presents overviews of a wide variety of topics that are of priority concern to school district leaders. The topics deal with challenges and issues that are crucial to the success of public schools. The book is designed to get the reader up to speed quickly on important topics and issues, to learn where to get more information about areas of special concern, to share information with staff that will make them more productive, to make research-based decisions, and to provide dynamic leadership to carry school districts and students into the 21st century. Each of the 20 items discussed contains research and additional information on the topic and its implications for school and school district leaders; for example, school board-superintendent collaboration, superintendents' leadership, managing change, school-improvement efforts, performance standards, how children learn, early reading instruction, focusing staff development on student achievement goals, effective media relations, special education law, explaining test scores to parents and the public, creating a caring school community, and answering tough budget questions. (DFR)

ED 443 162 EA 030 470

The Jossey-Bass Reader on Educational Leadership.

PUB DATE- 00

NOTE- 421p.; Introduction by Michael Fullan.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Leadership; Minority Groups; *Principals; Public Schools; Standards; *Superintendents

IDENTIFIERS- *Educational Leadership

This comprehensive reader features 24 chapters in 5 primary areas of educational research. Part One, "Leadership, Management, and Organizational Behavior," demonstrates that leadership has a strong conceptual basis that is basic in all human situations. It contains 6 articles: "The Nature of Leadership" (J. Gardner); "Give Me a Lever Long Enough... and Single-Handed I Can Move the World" (P. Senge); "Condensation of the Fourteen Points for Management" (W. E. Deming), "We Need Noncoercive Lead-Management from the State Superintendent to the Teacher" (W. Glasser); "Leadership as an Organizational Quality" (R. Ogawa and S. Bossert); and "People and Organizations" (L. Bolman and T. Deal) . Part Two, "Principals and Superintendents," explores the roles of principals and superintendents and contains 9 articles: "Looking for Leaders" (S. M. Johnson); "Standards for School Leaders" (Interstate School Leaders Licensure Consortium); "The Unheroic Side of Leadership: Notes from the Swamp" (J. Murphy); "Educational Leadership for the Twenty-First Century: Integrating Three Essential Perspectives" (D. Marsh); "Learning To Lead" (R. Barth); "Leadership for the Twenty-First Century: Breaking the

Educational Innovation; Flexible Scheduling; Instructional Innovation; *School Schedules; Secondary Education

This paper examines how block scheduling affects teachers' perceptions of school climate. It is based on information taken from 21 high schools in a southern state that used 4X4 block scheduling. Data were collected through interviews, a survey instrument that measured teacher perceptions of climate, and focus groups. Based on results from the climate instrument, 2 schools with at least 3 years experience with block scheduling were identified as outliers: 1 positive, 1 negative. Both were comprehensive, public high schools that enrolled students in grades 9-12. Findings include descriptions of the school context, administrative structure, student discipline, faculty collegiality, obstacles to teaching, staff development, and block scheduling. Teachers at both schools commented on improved discipline and academic performance, though teachers at the negative outlying school believed that the administrators' laissez faire style and inconsistency in handling discipline undermined disciplinary efforts. In the positive school, visionary leadership, professional activities in a departmental structure that encouraged collegiality, and a commitment to uninterrupted instructional time contributed to high teacher satisfaction. An inequity in funding was seen as one contributing factor to the different experiences between the two schools. Three tables contain information on demographics, achievement and student participation, and dimensions of contrast between the two schools. (Contains 22 references.) (RJM)

ED 443 182 EA 030 512

Jarmon, Gloria L.; Engel, Gary T.
Financial Management: Education's Financial Management Problems Persist. Testimony before the Task Force on Education, Committee on the Budget, House of Representatives.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Compliance (Legal); Economic Factors; *Educational Finance; Elementary Secondary Education; *Finance Reform; *Financial Problems; Financial Support; Fraud; Government Publications; *Money Management; Public Schools
IDENTIFIERS- *General Accounting Office

This document discusses the Department of Education's (DOE) fiscal year 1999 financial audit results; the relationship between the audit findings and the potential for waste, fraud, and abuse; and the results of the General Accounting Office's (GAO) review of the DOE's grantback account. The DOE's financial activity is important to the federal government because Education is the primary agency responsible for overseeing the more than $75 billion annual federal investment in support of education programs. The DOE is also responsible for collecting about $175 billion owed by students. In fiscal year 1999, more than 8.1 million students received over $53 billion in federal student financial aid through programs administered by the DOE. The DOE's stewardship over these assets has been under question as the agency has experienced persistent financial management weakness, beginning with its first agencywide financial audit effort in fiscal year 1995. Each year, DOE auditors have reported largely the same serious internal control weaknesses, which have affected the ability to

DESCRIPTORS- *Disabilities; Disability Identification; *Due Process; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Federal Regulation; Records (Forms); Referral; *Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; *North Dakota

These guidelines are intended to assist North Dakota educators in locating, identifying, and evaluating children and youth with special educational needs. They provide detailed information regarding required practices and recommended procedures in the areas of public awareness, child find, screening, referral, and the complete evaluation process. Guidelines are closely correlated with the specific regulations under the Individuals with Disabilities Education Act (IDEA) 1997. Following an introduction, the first section discusses location and identification including public awareness, child find, and screening. The second section discusses referral for evaluation, and the third section discusses the evaluation planning process which includes multidisciplinary teams, student demographics, student profiles, assessment plans, integrated written assessment reports, and determination of disability. The final two sections discuss reevaluation and independent evaluations. Appendices include the text of the relevant federal regulations and state recommended forms. (DB)

ED 443 205 EC 307 897

Extended School Year Services for Students with Disabilities.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Compliance (Legal); Delivery Systems; *Disabilities; Educational Legislation; Elementary Secondary Education; *Eligibility; *Extended School Year; Federal Legislation; *Federal Regulation; Individualized Education Programs; Legal Responsibility; *Special Education; Summer Schools
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; *North Dakota; Related Services

These guidelines are intended to assist North Dakota educators in complying with the Individuals with Disabilities Education Act (IDEA) 1997 concerning provision of extended school year (ESY) services to students with disabilities. Presented in a question-and-answer format, guidelines are closely correlated with the IDEA regulations. Individual sections address the following topics: (1) reasons for ESY; (2) the legal authority for ESY; (3) determination of need for ESY (eligibility, responsible personnel, role of the individualized education program (IEP) team); (4) determination of ESY services (IEP team responsibilities concerning student objectives and least restrictive environment requirements); (5) related services (requirements for receiving related services during an ESY); (6) summer school (provision of ESY services as part of a district's optional summer school program); (7) procedural safeguards; (8) special circumstances; and (9) funding. (DB)

ED 443 206 EC 307 898

Frequently Asked Questions about Learning Disabilities.

*Disabilities; Disability Identification; Early Childhood Education; Educational Principles; Family Involvement; Inclusive Schools; *Integrated Services; Models; Program Administration; Program Effectiveness; *Program Evaluation; Questionnaires; *Special Education; Standards; Surveys
IDENTIFIERS- Child Find; *North Dakota

This document presents guidelines for evaluation of early childhood special education programs in North Dakota. Following an introduction, a section considers six general program goals including the significance of families, the need for developmentally appropriate and individually appropriate practice, preference for service delivery in community-based inclusive settings, collaborative teams, coordinated delivery of services, and the importance of culturally competent professional actions. The following sections offer guidelines on evaluating programs for family involvement, effective Child Find activities, effective programs and service delivery models, effectively integrated programs and environments, effective and safe physical environments, and effective administration including personnel and interagency collaboration. Appended are several survey forms that examine the perceptions of the early childhood programs of preschool staff, principals, general education teachers, and parents. (DB)

ED 443 227 EC 307 921

Special Analysis Report: Special Education Personnel.
PUB DATE- 99
NOTE- 268p.; Foreword by Lawrence C. Gloeckler.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Needs Assessment; Personnel Needs; *School Demography; *Special Education Teachers; Tables (Data); *Teacher Supply and Demand
IDENTIFIERS- *New York

This analysis of New York state's current and prospective special education personnel status presents 40 tables and accompanying narratives. Major findings include the following: (1) there is a need for 5,176 full-time special education teacher positions and 2,633 full-time teacher assistant positions; (2) there is a need for 2,457 full-time teacher positions of the speech/hearing handicapped; (3) there is a need for 520 full-time occupational therapist positions and 501 full-time school psychologists; and (4) there is a trend toward identifying greater numbers and percentages of students as having disabilities. The report notes efforts to reduce these numbers by such efforts as training general education teachers to meet the needs of more students and regional projects to address student reading and mathematics difficulties. Following two summary tables of personnel needs in the executive summary, tables are grouped into five sections: (1) state-to-state data summary; (2) New York State summary; (3) regional state summary; (4) summary for state agencies; and (5) need/resource capacity summary. Three appendices include: Report of Personnel Employed or Needed To Provide Special Education and Related Services to Students with Disabilities; demographic information for 10 state regions, and information on preparation of teachers of speech and hearing handicapped. (DB)

ED 443 228 EC 307 922

Uniquely Gifted: Identifying and Meeting the Needs of Twice-Exceptional Students. An Avocus Advocacy in Education Title.
PUB DATE- 00
NOTE- 356p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Ability Identification; Delivery Systems; Disability Identification; Educational Administration; Elementary Secondary Education; *Family Environment; *Gifted Disabled; Individual Differences; Research and Development; *School Administration; *Student Needs; *Teaching Methods; Teaching Models; *Theory Practice Relationship
IDENTIFIERS- Autonomous Learner Model for Gifted and Talented

The 32 readings in this collection discuss the needs of children who are both gifted and also have special needs such as a disability ("twice exceptional"). The readings are grouped into four major sections. Section 1 is titled "Family Matters: Perspectives from Family Members" and includes the personal viewpoints of individuals who are themselves twice exceptional or have a family member who is twice exceptional. Section 2 is "Teaching Strategies: Learning and Leadership". This section addresses the special problems of placement and instructional needs of this population. Section 3 is "Research and Theory: Discovering Possibilities". The readings in this section summarize what is known about children and youth who are twice exceptional. The final section is entitled "Administrative Options: Working Together". It discusses a variety of different service delivery systems and programmatic options for the twice exceptional. Two appendices include a list of Internet resources and an explanation of the autonomous learner model. (Contains 38 references.) (DB)

ED 443 248 EC 307 944

Surrogate Parent Handbook.
PUB DATE- 97
NOTE- 45p.; For earlier versions, see ED 258 417 and ED 342 143.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Role; *Child Advocacy; Compliance (Legal); *Disabilities; *Due Process; Elementary Secondary Education; Legal Responsibility; Parent School Relationship; *Special Education; State Standards
IDENTIFIERS- *Maine; *Surrogate Parents

This manual, which is designed for surrogate parents, social workers, and educational personnel working with the Maine Surrogate Parent Program, attempts to ensure that children without available parents or guardians are provided with equal educational opportunities. Individual sections address the following topics: program purpose, definitions, identification of children with disabilities who require a surrogate parent, appointment of surrogate parents, training of surrogate parents, rights of the surrogate parent, responsibilities of the surrogate parent, limits of the surrogate parent's responsibilities, liability, educational agency role, responsibilities of the educational agency, state agency roles, responsibilities of the state agency, reimbursement for expenses, and questions and answers. Nine appendices include relevant federal regulations, relevant Maine special education

NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Bond Issues; Comparative Analysis; *Educational Facilities Improvement; Elementary Secondary Education; Property Taxes; *Public Schools; *Public Support; *School Budget Elections; *School Construction
IDENTIFIERS- *New Jersey

A 1999 annual school construction survey for New Jersey reveals that the state's voters approved 71.3 percent of the school construction elections, more than the previous year's approval rate of 60 percent. Construction costs also influenced regional approval rates which varied from 59.5 percent in the north to 89.3 percent in the south. Despite heavier approval rates, gaining voter approval for major construction was still difficult. While 70 percent of all construction plans were approved, only 56.3 percent called for new school buildings. Nearly one-third of the referenda on the 1999 ballot represented second, third, and fourth attempts at passage, and despite changes to increase the likelihood of passage, nearly 30 percent were still rejected by voters. Lower-cost proposals, usually focusing on repairs and facility upgrading, were approved more readily than proposals calling for additions or new construction. Statistical results from the survey are provided. (GR)

ED 443 269 EF 005 735

Duran, Janis A.; Glassberg, Arnie C.
San Lorenzo Unified School District: Transforming Our Schools, Building for Student Success.
PUB DATE- 00
NOTE- 119p.; Presented at the Annual Conference of the National School Boards Association (Orlando, FL, March 30, 2000).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Public Schools; Strategic Planning
IDENTIFIERS- *San Lorenzo Valley Unified School District CA

This two-part report presents the organizational and developmental process behind the San Lorenzo Unified School District's school strategic planning initiative created to transform its schools and thereby enhance student success for the next century. The first part addresses the school district's history, demographics, enrollment trends and enrollment's impact on facility decision making, the schools' ages and condition, grade level spand prior to transformation, class size reduction, identified goals, and funding options. The second part presents an overview of the transformation process, school board role and preparation, board action points, special update sessions, and implementation challenges. The District's 1998/99 annual report is included. (GR)

ED 443 270 EF 005 736

Assessment Screening Inventory for Safe, Orderly & Caring Schools: Directions for Use and Completion.
PUB DATE- 00

differences in the setting and the student population could have been expected to have a major impact on the two topics under scrutiny, data shows that most of the basic divergences are based on the instructors' gender and secondarily their age. It is concluded that there are clear differences between genders in their approach to teaching and their choice of language to communicate and interact in the classroom environment. In general, women prefer more dialectic forms of interaction, and men tend to use more didactic strategies. A slight variation was also observed according to age: older instructors (over 60) favor didactic teaching strategies, use more formal language registers, and show restricted patterns of nonverbal communication which are closer to those generally observed in males. (Contains 13 references.) (KFT)

ED 443 290   FL 026 328

Ramirez, J. David, Ed.; Wiley, Terrence G., Ed.; de Klerk, Gerda, Ed.; Lee, Enid, Ed.
Ebonics in the Urban Education Debate. Revised .
PUB DATE- 00
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Black Dialects; Blacks; Elementary Secondary Education; English (Second Language); Nonstandard Dialects; *Politics of Education; Second Language Instruction; Second Language Learning
IDENTIFIERS- American Association for Applied Linguistics; Center for Applied Linguistics DC; Oakland Unified School District CA; Teachers of English to Speakers of Other Languages

This book is a collection of conference proceedings, papers, comments, and other documents that was compiled as a response to the national controversy that erupted in the aftermath of the resolution on Ebonics by the Oakland Unified School District in late 1996. That resolution affirmed the need to incorporate an explicit focus on Ebonics in instruction as a means to combat allegedly racist practices in the schooling of African American children. The contributors to this volume are generally supportive of the inclusion of Ebonics into curricula and support the concept of language diversity in general. The book has two parts. Part one is entitled: "Ebonics in the Urban Education Debate: A Dialogue" and has nine titles: "Ebonics: Background to the Current Policy Debate"; "Response to 'Ebonics: Background to the Current Policy Debate'"; "Using the Vernacular To Teach the Standard"; "Educational Implications of Ebonics"; "Response to 'Educational Implications of Ebonics'"; "Black Language and the Education of Black Children: One Mo Once"; "Ebonics and Education in the Context of Culture: Meeting the Language and Cultural Needs of LEP African American Students"; "Response to 'Ebonics in the Context of Culture'"; and "Language Varieties in the School Curriculum: Where Do They Belong and How Will They Get There?" Part two is entitled "Background to the Ebonics Debate" and includes a variety of documents, including Oakland Unified School District's original resolution and a subsequent clarification; examples of legislative reaction from the 105th Congress, the Virginia General Assembly, and proposed California legislation; legal precedents; the reactions and comments of five renowned linguists; and organizational responses to the controversy from four national professional groups. (KFT)

ED 443 291   FL 026 329

in the early story of ED are identified: the opening in 1969 of the McGill University (Canada) Centre for University Teaching and Learning; the activities of the Professional Orientation Committee (1970-80); the Ontario University Program in Instructional Development (1973-80); founding of the Society for Teaching and Learning in Higher Education; and the Canadian Society for Studies in Higher Education (1969-). The paper goes on to examine the growth and expansion of educational development, and (1) reviews three separate eras of ED unit openings; (2) changes in program development over time; and (3) changes in perceptions, attitudes, and activities of developers. It also identifies important issues that underlie the movement, including concerns about competence; the role of the developer; and concerns about ED as an accepted and legitimate activity in universities. (Contains 12 references.) (SM)

ED 443 310 HE 033 064

DeAngelo, Linda; Cohen, Art
Privatization: The Challenge Ahead for Public Higher Education.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Higher Education; Institutional Autonomy; Politics of Education; *Private Financial Support; *Privatization; *Public Colleges; Public Education; State Aid
IDENTIFIERS- Deregulation

This paper discusses privatization of public higher education, noting that some form of it exists on almost every college campus and that it is part of the wider movement toward less government. Four models of privatization are defined: public production with public finance; public production with private finance; private production with public finance; and private production with private finance. Two are examined here: public production with private finance (increasing support coming from private fundraising) and private production with public finance (deregulation). The report examines: (1) forces behind privatization, including fiscal constraints, current political climate, and declining confidence in higher education; (2) forces and factors that support privatization, including the need for deregulation and increased autonomy, and privatization as the best response to the current political mood; and (3) arguments against further privatization, noting that general funding of public higher education cannot be replaced by private funding, that private sources of revenue come with priorities attached that may not match those of the institution, and that privatization can compromise the historic role and mission of institutions. A final section discusses privatization's impact on the mission and philosophy of the institution or on the state's role in higher education. (Contains 11 references.) (SM)

ED 443 311 HE 033 065

Jones, Lee, Ed.
Brothers of the Academy: Up and Coming Black Scholars Earning Our Way in Higher Education.
PUB DATE- 00
NOTE- 339p.; Foreword by Na'im Akbar.

ED 443 329 HE 033 084

Castle, Sharon; Arends, Richard I.
Vacancies and Applicant Pools: Results of the AACTE Faculty Supply and Demand Survey.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Elementary Secondary Education; Higher Education; *Job Applicants; *Minority Group Teachers; Personnel Selection; Teacher Education; Teacher Education Programs; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *American Association of Colleges for Teacher Educ

This study investigated faculty vacancy and applicant pools among American Association of Colleges for Teacher Education (AACTE) member institutions. A survey instrument sent to member institutions requested information regarding openings in each teacher education program area for the 1997-98 and 1998-99 academic years and projected openings for the 1999-00 academic year. Participants also reported the number of applicants for each opening, the number of searches that failed, and the percentage of minority faculty hired. Of the 408 usable surveys returned, 368 reported openings. Total openings increased by 34 percent, suggesting that demand is increasing. However, supply is not keeping up the pace, as evidenced by the fact that the number of applicants per opening decreased by 19 percent. Program areas with small applicant pools and high failed searches included early childhood education, elementary education, library media, mathematics education, reading, special education, business education, and vocational education. About 21 percent of new hires were minorities. One perceived reason for low numbers of applicants may be that other educational institutions are drawing individuals away from higher education; a second may be that low K-12 salaries are hampering colleges from recruiting qualified applicants. (Contains 11 references.) (SM)

ED 443 330 HE 033 085

Perna, Laura Walter
Racial/Ethnic Group Differences in the Realization of Educational Plans.
SPONS. AGENCY- American Educational Research Association, Washington, DC.; National Science Foundation, Arlington, VA.; National Center for Education Statistics (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian American Students; Black Students; *College Bound Students; *Cultural Differences; *Enrollment Influences;

Education; Program Effectiveness; Program Evaluation; Secondary Education; Secondary School Teachers; Skill Development; Teaching Methods
IDENTIFIERS- Germany; *Oral Presentations

This paper examines four studies, integrated into regular courses for the preparation of secondary school teachers at the University of Tuebingen (Germany), that assessed the effectiveness of an interaction laboratory to enhance social competence, as well as lecturing skills. The program involved formal instruction; symbolic modelling and discrimination training; simulation, planning exercises, and development of alternatives; practice in experimental settings with feedback; and reflective discussions. The studies examined whether the program, designed to integrate four functions of laboratory experience (skill acquisition, hypothesis generation and decision making, skillful execution of behavior, and reflection), would significantly improve participants' presentations in the areas of clarity, interest of presentation, and social climate. Participants included 125 university students studying to become secondary school teachers in various subject areas, as well as an additional 141 business executives and university professors. The first three studies used a pretest-posttest design and the fourth used a posttest-only design. Participants presented brief lectures that were videotaped and analyzed for clarity and interest of presentation and social climate during presentation. They also completed end-of-program questionnaires. Results suggest that laboratory experience can integrate all four functions. Trainees not only learned the skills, but also learned to apply them appropriately and effectively. Twelve figures and data tables summarize results. (Contains 146 references.) (SM)

ED 443 349   HE 033 106

Graduate Employment: A Review of Issues. A Report to the HEFCE by the Centre for Higher Education Research and Information, Open University.
SPONS. AGENCY- Higher Education Funding Council for England, Bristol.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Graduates; Comparative Analysis; *Education Work Relationship; Educational Benefits; Educational Status Comparison; Employers; Employment Opportunities; *Employment Potential; Foreign Countries; Higher Education; *Job Applicants; Job Satisfaction; *Job Skills; Labor Market; Relevance (Education)
IDENTIFIERS- *United Kingdom

This report examines what is currently known about the employment of college graduates in the United Kingdom (U.K.). The first two sections offer an historical and comparative overview of the issue and a discussion of the methodology. A third section examines and discusses findings from the literature on employer needs and wants. This is followed by an examination of graduates' experiences in the labor market. A concluding section examines the concept of "employability" and considers how it can best be measured. The study finds that, while employers want graduates who are flexible and adaptable, with good communication and general skills, what they get are graduates with good cognitive skills and knowledge. Comparisons

Approach to Benchmarking--An Exploration of the Issues as a Background for Its Use in Higher Education" (David Yarrow); "UK Experiences in the Development of Benchmarking and Threshold Standards" (Ian Haines); "Benchmarking in Law" (John Bell); "Collaborative Accreditation--Benchmarking in a Professional and Academic Partnership To Recognize Programmes of Continuing Professional Development: A Case Study" (Sally Gosling); "Benchmarking, Assessment, and the Multidisciplinary Curriculum" (Rebecca Johnson); "Towards Multidisciplinary Benchmarking" (Stuart Billingham); "International Benchmarking--Fact or Fantasy?" (Helen Smith); "The United States' Perspective on, and Experiences of, Performance Indicators and Threshold Standards--How Is Quality Determined?" (T. Dary Erwin); "Assuring Standards in New Zealand's Universities" (David Woodhouse); "Benchmarks and Threshold Standards--A New Zealand Polytechnic's Perspective on the Approach" (Nick Zepke, Guyon Neutze, and Linda Leach); "Approaches to Degree Standards and Quality Assurance in Post-Apartheid South African Higher Education--Comparative Perspectives" (Digby Warren); and "How Can Benchmarking Work to Best Effect in Higher Education?" (Sally Brown). (Most selections contain references.) (CH)

ED 443 368   HE 033 133

Stevens, Ed
Due Process and Higher Education: A Systemic Approach to Fair Decision Making. ASHE-ERIC Higher Education Report, Volume 27, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights; *Compliance (Legal); Court Litigation; Decision Making; *Discipline Policy; *Due Process; Higher Education; Laws; Legal Problems; *Legal Responsibility; Models; *Policy Formation; Risk Management; School Policy; Student Behavior; Teacher Discipline; Teacher Rights
IDENTIFIERS- Legal History; Legal Procedures

Due process has become an important principle in higher education as a result of many new legal issues, including dismissals of students from campus, firings of staff members, faculty tenure and promotion, sexual harassment, discrimination, and substance abuse. This volume defines due process; explains when due process procedures are required; reviews expectations of the courts with respect to due process in higher education; examines how legal requirements for fair decision making differ for publicly-supported and private institutions; and analyzes the difference between the systemic approach to due process and other methods of due process in higher education. The introduction and the first section of the volume provide an overview of due process in higher education (literature, historical development, fundamental concepts, academic and disciplinary sanctions, and constitutional competence). The next section presents a systemic approach to due process in higher education; the discussion examines decision making in higher education, provides an overview of the systemic approach, and examines various approaches to substantive and

DESCRIPTORS- Computer Software; Educational Technology; Instructional Effectiveness; Middle Schools; Skill Development; *Typewriting
IDENTIFIERS- Computer Use

A computer teacher in a middle school in East Tennessee observed that his students were entering the middle school program with computer familiarity but without the touch keyboarding skills necessary to operate the computer efficiently. It was also observed that even with instruction and practice using drill and practice keyboarding software, the students were not successful at breaking their bad keyboarding habits. This study looked at the effects of teaching the keyboarding skills in four different methods. The researcher worked with four middle school classes. One class received touch keyboarding instruction using drill and practice keyboarding software, "KeyWords Elementary." The second class received touch keyboarding instruction using "Type To Learn," a drill and practice keyboarding software that incorporates typing games for motivation. Another class used the "KeyWords" software with a hand cover that blocked their view of the keyboard as they practiced. The last group used the hand covers with "Type To Learn." All classes received two days of introductory lessons to familiarize them with the proper touch keyboarding technique. After two days, a series of one minute timed typing tests were given. The best three of the four tests were used to calculate an average typing score for each student. After nine hours of instruction, the same four tests were given again to determine an average typing speed. The pretest score was subtracted from the posttest score to obtain a measurement of the increased typing speed. A statistical analysis was performed on the collected data. The analysis showed that there is a significant gain in typing speed when the student uses a hand cover while using the "Type To Learn" software. The study concludes that the best way to retrain middle school students to touch keyboard correctly is to use a hand cover and drill and practice keyboarding software package that incorporates typing games for motivation. Appendices include tabulated results; hand cover design instructions; color-coded keyboard chart; student worksheets; typing tests; and permission letter and form for study participants. (Contains 33 references.) (Author/AEF)

ED 443 387 IR 020 096

McConnohie, Bruce Vernon
A Study of the Effect of Color in Memory Retention When Used in Presentation Software.
PUB DATE- 99
NOTE- 96p.; Master of Arts in Educational Technology and Bible, Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Color; *Computer Software; Educational Media; Intermediate Grades; Junior High Schools; *Memory; Metacognition; Recall (Psychology); Retention (Psychology); Screen Design (Computers); Student Reaction
IDENTIFIERS- Presentations

A study of the effects of color as used in presentation software on short-range (immediately following treatment) and long-range (one hour following treatment) memory retention was conducted. Previous studies have concentrated on color as cueing or coding mechanisms primarily in print media and have not explored the effect of individual colors as presented on CRT (Cathode Ray

DESCRIPTORS- Action Research; Computer System Design; *Computer Uses in Education; Design Preferences; *Feedback; Higher Education; *Homework; Statistics; Student Surveys; *World Wide Web
IDENTIFIERS- *Web Site Design; *Web Sites

This paper investigates a collaboration between faculty and students in a college statistics course to develop a method of quickly getting homework graded with feedback indicated and returned to the students. Using a World Wide Web site to deliver this support was a possible solution. A survey was developed to gain student input in the process of creating a computer assisted homework site. The survey asked students to reply to ten questions that addressed the following issues related to homework: reasons for homework; student expectations of the instructor with regard to processing homework; percentage of grade; whether they would use a Web site; how should it be designed; submission; type of feedback; improvement of teaching practice opportunity; and instructor feedback. The first attempt at creating a homework Web site used information gained from the responses of the survey. The Web site design was created to be user friendly by not making major changes from the previous paper and pencil form. The software used was Microsoft Access and FrontPage. Further developments are being created to include animation and audio during the feedback to students. (Contains 14 references.) (MES)

ED 443 407 IR 020 317

Chou, Huey-Wen
The Effects of Training Method and Individual Differences on Learning Performance and Computer Self-Efficacy in WWW Design Training.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Behavior; Cognitive Style; Computer Literacy; Computer System Design; High Schools; Learning; Modeling (Psychology); *Self Efficacy; Sex Differences; Teaching Methods; Training; World Wide Web

This study compared the effects of two training methods--instruction-based and behavior modeling--on learners' computer self-efficacy and performance in World Wide Web home page design. A field experiment was conducted with two classes of 10th grade students. Results indicated that the behavior modeling training method yielded consistently superior performance and higher computer self-efficacy as compared with the instruction-based approach. However, results also showed that gender and learning style played critical roles in training method effectiveness. In terms of performance, results showed male students as benefiting more from the instruction-based approach and female students more from the behavior modeling conditions. For self-efficacy, results showed females gaining more from the instruction and males benefiting more from behavior modeling approaches. (Contains 40 references.) (AEF)

ED 443 408 IR 020 318

Scanlon, Eileen; Morris, Erica

reforms of the education and training systems in Central and Eastern European countries since the early 1990s have frequently focused on institutions and programs belonging to the initial education and training area and on mainstream developments and students. All-embracing economic and social changes require new concepts and frameworks and a newly defined cooperation of key stakeholders in the system--needs not too different from those in Western Europe, even if reform needs are much more basic. (The report is based on individual country reports produced by national experts from Albania, Bulgaria, the Czech Republic, Estonia, the former Yugoslav Republic of Macedonia, Hungary, Latvia, Lithuania, Poland, Romania, the Slovak Republic, and Slovenia. Executive summaries of these country reports are included.) (KC)

ED 442 929   CE 080 297

van Leeuwen, Fred, Ed.
Vocational Education and Training.
PUB DATE- 00
NOTE- 33p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Adult Education; Aging (Individuals); Developed Nations; Developing Nations; *Educational Change; Educational Finance; Educational Quality; Foreign Countries; Global Approach; *Job Training; Lifelong Learning; Postsecondary Education; Retirement; Secondary Education; *Unions; *Vocational Education; *Womens Education

This issue of the quarterly Education International focuses on vocational education and training (VET). The editorial, "Education and the Wealth of Nations" (Fred van Leeuwen), focuses on provision of quality education for all. "Education International's (EI's) First Joint Worldwide Action on Education Issues" (Elie Jouen) describes the Global Campaign for Education. "Beijing: Five Years Later" (Marta Scarpato) puts emphasis on the following two major themes in the context of the upcoming revision of the objectives of the World Conference for Women (4th, Beijing, China, 1995): rights of the girl child and problems encountered by women in Eastern European countries. "After Seattle--What Next?" (Sheena Hanley) addresses the need to pay more attention to building the social dimension of the global economy. "And What About Retirement..." (Peter Dawson) looks at pension plans worldwide and the impact of the growing aging population. The section on VET contains these 10 articles: "At the Heart of the Education Reform Process" (Elie Jouen); "VET Worldwide" (Ulf Fredriksson); "On the Agenda of the 88th International Labour Conference"; "Life-Long Learning" (Bob Harris); "Finding a Dynamic Equilibrium" (Yves Baunay); "Knowledge and Skills Will Fuse" (A. Parsuramen); "The 'Dual' German Model" (Ursula Herdt); "Gabon: Education's Neglected Sector" (Emmanuel Obame Ondo); "Australia: A Case of Educational Convergence" (Rex Hewett); "Honduras: Education System To Get Complete Overhaul" (Gloria Marina Chinchilla); and "Child Labor" (Sheena Hanley). "Sierra Leone: Reconstruction Must Begin in Each Area" (Rosslyn Noonan) addresses the challenges facing the education system in the country. "Structural Adjustment and Education Reforms: Ghana as a Case Study" (John Nyoagbe, Alfred Fumador, Ulf Fredriksson) reports the importance of finding a way to finance education. "Chunkyojo: Transition from Opposition Group to Negotiating Union" (Wouter van der Schaaf) describes advances for the education union in South Korea. "Why a Website Is Not an Online

IDENTIFIERS- Learning Patterns; *Wales (South)

This study is part of a regional study in industrial South Wales on the determinants of participation and non-participation in post-compulsory education and training, with special reference to processes of change in the patterns of these determinants over time and to variations between geographical areas. The study combines contextual analysis of secondary data about education and training providers with a regional study of several generations of families in South Wales (a door-to-door survey of 1,104 representative householders), semi-structured interviews, and taped oral histories conducted in 1996-97. This study examined learning trajectories, defined in an earlier study, by area of residence, for non-participants by area and age, for delayed learners by area and age, for transitional learners by area and age, for lifetime learners by area and age-cohort, by place of birth, and by number of area moves. Ethnicity was also examined. The study found that traditional Christians of working-class families are more likely to be lifetime learners, as are middle-class families speaking Welsh and those who are more mobile, while fundamentalist Christians are less likely to engage in learning activities. Over time, the trend has been for all types of families to engage in more learning, including ethnic groups from other countries. (Contains 23 references.) (KC)

ED 442 948 CE 080 337

Gorard, Stephen; Rees, Gareth; Fevre, Ralph; Furlong, John
Learning Trajectories: Some Voices of Those "In Transit." Patterns of Participation in Adult Education and Training. Working Paper 11.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 97
NOTE- 51p.; For other Working Papers, see CE 080 328-341 and CE 080 402. Also funded by the Gwent, Mid Glamorgan, and West Wales Training Enterprise Councils.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Access to Education; *Adult Learning; *Continuing Education; *Educational Attitudes; Educational Background; *Educational Mobility; Educational Opportunities; Educational Status Comparison; *Family Influence; Foreign Countries; Outcomes of Education; Parent Influence; Postsecondary Education; Predictor Variables; Secondary Education; Social Mobility; *Sociocultural Patterns; Socioeconomic Influences
IDENTIFIERS- Learning Patterns; *Wales (South)

This study is part of a regional study in industrial South Wales on the determinants of participation and non-participation in post-compulsory education and training, with special reference to processes of change in the patterns of these determinants over time and to variations between geographical areas. The study combines contextual analysis of secondary data about education and training providers with a regional study of several generations of families in South Wales (a door-to-door survey of 1,104 representative householders), semi-structured interviews, and taped oral histories conducted in 1996-97. This study uses brief accounts from the interviews to examine the social determinants of adult participation and training as identified in earlier papers (Working Papers 7 and 9). The individuals' participation in adult learning is defined in this study within an empirically derived typology of learning

Services); Correctional Education; *Displaced Homemakers; *Education Work Relationship; Educational Attainment; Educational Needs; Employment Level; Employment Patterns; Employment Services; Fatherless Family; Heads of Households; Income; Job Search Methods; Job Training; *Outcomes of Education; Program Effectiveness; Program Implementation; Public Policy; Reentry Workers; *Statewide Planning; Technical Institutes; Two Year Colleges; Vocational Adjustment; *Vocational Education; Welfare Recipients; Womens Education

IDENTIFIERS- *Idaho; Welfare to Work Programs

Idaho's displaced homemaker program exists to reduce the incidence of poverty among the 59,498 displaced homemakers (according to the 1990 census) and 22,147 single mothers in the state. Of those who participated in Idaho's displaced homemaker programs in fiscal year 1999 (FY1999), 852 (33%) earned less than $5,000 annually. Yet, only 95 received welfare payments, and only 511 received food stamps. Idaho's displaced homemakers are served by a network of Centers for New Directions that sponsor activities designed to prepare participants for employment and/or educational opportunities. Highlights from the centers' activities for FY1999 include the following: 6-week employment readiness classes; support groups to help employment readiness training graduates continue to work toward self-sufficiency; intensive pre-employment preparation classes at Pocatello Women's Correctional Center; work experience, internships, and volunteer opportunities at Eastern Idaho Technical College to help participants work toward their career goals; classes for divorcing parents and for unemployed and underemployed participants; and a conference focusing on opportunities for women in skilled nontraditional occupations. In FY1999, Idaho's centers for new directions served 2,549 participants, of whom 803 entered the labor market, 1,081 entered school/training, and 96 enrolled in nontraditional training. Demographic information about the FY1999 displaced homemaker program participants is appended. (MN)

ED 442 965 CE 080 377

Thompson, Barry; Larson, Catherine; Thomas, Raelene
Vocational Rehabilitation 1999 Annual Report.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Deafness; *Education Work Relationship; Migrants; Older Workers; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Improvement; *State Programs; Statewide Planning; *Vocational Rehabilitation

Some highlights included in the 1999 Annual Report of the Idaho Division of Vocational Rehabilitation (IDVR) are the following: (1) an all-time record number of people were served (10,363), and 1,442 people were rehabilitated and entered employment, close to the 1998 record; (2) a collaborative effort with the Division of Human Resources was established to create a pilot project to place qualified IDVR clients directly into state positions without having to be tested and placed on the list of qualified job candidates; (3) the IDVR was highly ranked in the use of the Social Security reimbursement program; (4) new fiscal management and case management systems were established; (5) a 5-year plan was devised to provide vocational rehabilitation services to the aging population of the state;

(055)
DESCRIPTORS- Academic Education; Adult Education; *Career Choice; Career Counseling; Career Development; *Career Education; Check Lists; Course Selection (Students); Decision Making; *Education Work Relationship; Educational Counseling; Employment Potential; Grade 8; Guidelines; Helping Relationship; Information Sources; Job Skills; Learning Activities; *Middle School Students; Middle Schools; Occupational Information; *Parent Student Relationship; *Parents as Teachers; Skill Development; Statewide Planning; Work Attitudes; Work Experience Programs
IDENTIFIERS- *Individualized Career Plans; Ohio; Secretarys Comm on Achieving Necessary Skills

This document, which is intended for parents of Ohio students in grade 8, explains the purpose and content of the Individual Career Plan (ICP) and provides activities through which parents can help their children begin to think about career choice. The document begins with an overview of the ICP, which is a scrapbook-like document that Ohio students in grades 8-12 use to record their ideas about career choice and keep records of all the career activities they do in school. The remainder of the document consists of activities designed to enable parents to help their children accomplish the following tasks: (1) assess their personal interests, strengths, skills, and work attitudes and begin the process of personal planning; (2) learn about their parents' career choices; (3) explore possible careers and determine whether those careers are a match for their skills and abilities; (4) choose career-relevant high school courses; (5) understand the different sections of the ICP; (6) complete the ICP's Career Planner and Educational Planner section; (7) complete the Career Skills Checklist; (8) complete the Career Skills Builder's work-based sections; and (9) understand how the skills identified by the Secretary's Commission on Achieving Necessary Skills relate to school and work. (MN)

ED 442 984   CE 080 416

Andrews, Suzanne; Gahris, Cynthia; Reeder, Marcia; Tizzano, Anthony
It's the 11th Hour in Your Teen's High School Career! Do You Know Where Your Kids Are Going? Parental Activities To Help Your Adolescent Make a Successful Transition to Life after High School.
PUB DATE- 00
NOTE- 14p.; For related documents on career development, see: CE 080 390 and CE 080 415.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Career Counseling; *Career Education; *Career Planning; *Education Work Relationship; Educational Counseling; Grade 11; Guidelines; Helping Relationship; *High School Students; High Schools; Learning Activities; *Parent Student Relationship; *Parents as Teachers; Statewide Planning
IDENTIFIERS- *Career Passports; Ohio

This document, which is intended for parents of Ohio students in grade 11, explains the purpose and content of the Career Passport and provides activities through which parents can help their adolescents make a successful transition to life after economy would grown at a relatively healthy pace; (2) U.S. manufacturing would be a much smaller share of the economy in 2000; (3) the workforce would grow slowly, becoming older, more female, and more disadvantaged; and (4) the new jobs in service industries would demand much higher skill levels. According to available occupational information regarding 1987-2000, the four predictions have not been entirely accurate. The U.S. economy has not grown at a relatively healthy pace since 1987, and the near-term future is unclear. The manufacturing share of employment has now fallen below that in services, retail trade, and (most recently) government, and there is no reason to expect a turnaround in this trend. Although it is true that the U.S. workforce will grow slowly and become older, more female, and more disadvantaged, these changes will not occur uniformly across or within the 50 states. Whether the new service sector jobs will demand much higher skill levels will depend on the interplay of business management practices and external advocates for wholesale revision of workplace organization. (MN)

ED 443 001 CE 080 449

Nichols, Mildred, T.; McDaniels, Carl; Knobloch, Mary Anne; Watts, Gale A.; Landon-Moore, Mary; Andreas, Caesar
Career Information Hotlines Sampler. NOICC Occasional Paper.
PUB DATE- 94
NOTE- 51p.; For related occasional papers, see ED 328 756, ED 339 869, ED 367 854, ED 396 160 and CE 080 446-448.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Choice; *Career Counseling; *Career Education; Career Guidance; Case Studies; Cost Effectiveness; Counseling Techniques; Distance Education; Education Work Relationship; Educational Benefits; Educational Practices; Guidelines; *Hotlines (Public); *Information Dissemination; Information Needs; Information Networks; Innovation; Models; *Occupational Information; Program Development; Secondary Education; State Programs
IDENTIFIERS- *Career Information; National Occupational Information Coordinating Com; Rhode Island; State Occupational Information Coordinating Comm; Texas; Virginia

This document, which is intended for staff of state occupational information coordinating committees (SOICCs) and career information delivery systems (CIDS), examines the pros and cons of career information hotlines and their use in selected states. "Foreword--Career Information on Call" (Juliette N. Lester) provides a brief overview of selected states' efforts to provide career information and lists benefits of CIDS hotlines. The hotlines can reach a broad spectrum of the public; offer users a degree of privacy and anonymity; help callers clarify their information needs; and are a cost-effective way of serving large and diverse populations. "Career Counseling by Telephone in Rhode Island" (Mildred T. Nichols) describes a model for using paraprofessional counselors to provide home-based adults (primarily women) with career counseling and information by telephone. "Fourteen Years and 42,000 Calls: Virginia's VIEW" (Carl McDaniels, Mary Anne Knoblock, Gale A. Watts, Mary Landon-Moore) details a comprehensive, multimedia state CIDS. "Starting a Career Information Hotline? Experiences and Insights from the Texas SOICC" (Caesar Andreas) discusses a career information hotline that focuses primarily on secondary school students, teachers, and counselors throughout Texas. A list of SOICC contacts for

ED 443 018 CE 080 476

Illinois Occupational Skill Standards: Clinical Laboratory Science/Biotechnology Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 99
NOTE- 288p.; Cover title varies. For other Illinois Occupational Skill Standards, see CE 080 475-492.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advisory Committees; *Allied Health Occupations Education; Biotechnology; Chemistry; Competence; Competency Based Education; Definitions; Diagnostic Tests; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Potential; Employment Qualifications; Equipment Utilization; Evaluation Criteria; Glossaries; Guidelines; Job Skills; Labor Force Development; Laboratories; Laboratory Equipment; Laboratory Procedures; Laboratory Safety; Laboratory Technology; Measurement Equipment; Measurement Techniques; Occupational Clusters; *Performance Based Assessment; Program Guides; Secondary Education; *State Standards; Statewide Planning; *Clinical Laboratory Occupations; *Illinois
IDENTIFIERS- *Clinical Laboratory Occupations; *Illinois

This document, which is intended to serve as a guide for workforce preparation program providers, details the Illinois Occupational Skill Standards for clinical laboratory occupations programs. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for each of 107 tasks typically performed by individuals employed in clinical laboratories. Each skill standard statement contains the following components: (1) a job summary; (2) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (3) performance elements and assessment criteria; and (4) a recommended assessment and credentialing approach. The standards are grouped into the following categories: general laboratory skills; test management; body fluids; hematology; coagulation/hemostasis; microbiology; immunology; immunohematology and transfusion medicine; and chemistry. Appended are the following: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Health and Social Services Subcouncil, and Clinical Laboratory Science/Biotechnology Cluster Standards Development Committee members; Health and Social Services Subcouncil Clinical Laboratory Science/Biotechnology Cluster Recognition Proposal; and list of workplace skills. (MN)

ED 443 019 CE 080 477

Illinois Occupational Skill Standards: Entry-Level Truck Driver.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 99
NOTE- 60p.; For other Illinois Occupational Skill Standards, see CE 080 475-492.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

IDENTIFIERS- Hawaii

This paper discusses several issues considered as part of a statewide mentoring initiative. It is divided into three sections. The first section summarizes the key issues associated with short-term mentoring and mentoring in a longer-term, socially transformative context. Data from Comprehensive School Alienation Program is discussed concerning trends in the number of youth identified as at risk of becoming early leavers from Hawaii public schools. It includes information on the kinds of behavior mentoring is intended to elicit; compares different concepts of mentoring; and questions how the mentoring adult can be effective and influence the at-risk youth. The second contains 12 appendixes that include a selection of mentoring handouts, readings, and relevant data. The final section lists references to literature and additional resources on mentoring at-risk youth that can be helpful for executives of mentoring programs and for facilitators who mentor training sessions. The paper is for use by agencies that fund, lead, and participate in or evaluate the mentoring initiative to help them increase the resiliency of their mentors and mentees. (Contains 12 appendixes, 8 figures, and 67 references.) (JDM)

ED 443 036 CG 030 065

DaGiau, Bette

Treating Adolescent Substance Abuse: An Exploration of Family Therapy.

PUB DATE- 99

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Counselor Role; *Drinking; *Family Counseling; Family Influence; *High School Students; High Schools; Identification (Psychology); Illegal Drug Use; Parent Attitudes; Peer Influence; Psychotherapy; School Counselors; Self Concept; Youth Problems

One of the most pressing issues that high school counselors encounter is the use of alcohol and other substance abuse among adolescents. This paper explores five major reasons that adolescents give for using alcohol and other drugs. It includes discussions on how peer interactions and the adolescent's search for identity influence the decision to use alcohol or drugs. It considers parents' attitudes toward an adolescent's alcohol or drug use and describes how family therapy can help the functioning of the family. Three steps are detailed which are involved in treating the family unit. Step one is to engage the family's willingness to participate in the counseling process. Step two is to lead the family towards change and to provide each participant with the realities of facing change. Step three is to support the family as they deepen their interpersonal relationships and work at maintaining these changes. It explores the role of the counselor in the counseling process and concludes that in all family therapy treatment, the goal of the therapist is to assist members of the family to communicate with each other and to learn skills that will help them effectively solve problems. (Contains 12 references.) (JDM)

ED 443 037 CG 030 087

This TIP contains information on the best practice guidelines on case management for substance abuse treatment providers. It serves to educate program coordinators and facilitators about the factors to consider as they decide to modify or implement case management activities. Many substance abuse clients arrive for treatment with a number of other social problems and mental health disorders. The TIP explains how the coordinated approach of case management lends itself to the treatment of substance abuse. It states that the comprehensive continuum of services is designed to provide engagement and motivation, primary treatment services, and support services that will enable individuals to maintain long-term sobriety while managing life in the community. It includes discussion on case management in the community context, evaluation and quality assurance, and what is important to learn about working with the special needs populations. Appendixes include: "Bibliography," "Practice Dimensions," "Managed Healthcare Organizational Readiness Guide and Checklist: Special Report," "Resource Panel," and "Field Reviewers." (Contains 4 figures and approximately 150 resources.) (JDM)

ED 443 056 CG 030 133

Substance Use Disorder Treatment for People with Physical and Cognitive Disabilities. Treatment Improvement Protocol (TIP) Series 29.
PUB DATE- 98
NOTE- 172p.; For other documents in the TIP Series, see CG 030 099-103 and CG 030 130-134.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Ability; Counseling; *Counselor Training; *Drug Rehabilitation; Individual Needs; *Intervention; Mental Health; Physical Disabilities; Program Design; Social Problems; *Substance Abuse

This TIP on the best practice guidelines for the treatment of substance abuse is intended to enhance treatment providers' knowledge concerning people who have a physical or cognitive disability, in addition to their substance use disorder. The TIP is designed to educate clinicians, educators, and paraprofessionals about modifications needed in order to accommodate people in treatment for substance use disorders who have coexisting disabilities. It provides guidelines on methods of screening for disabilities and discusses treatment planning and counseling. Information on forming and maintaining linkages with other service providers is included. In making accommodations within a program for the disabled client, providers need to learn how to eliminate several groups of barriers to treatment: attitudinal barriers; discriminatory policies, practices, and procedures; and communication barriers. Appendixes include: "Bibliography," "Information Resources," "How to Refer to People with Disabilities," "Alcohol and Drug Programs and the Americans with Disabilities Act," "Resource Panel," and "Field Reviewers." (Contains approximately 150 references and 24 tables.) (JDM)

ED 443 057 CG 030 134

Continuity of Offender Treatment for Substance Use Disorders from Institution to Community. Treatment Improvement Protocol (TIP)

D.; Tankersley, Elizabeth
Collaboration and Community: Boyer's Guiding Principles. Invited Paper.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrators; College Faculty; *Cooperation; *Higher Education; *Programs; Student Personnel Workers
IDENTIFIERS- *Boyer (Ernest L)

Ernest L. Boyer, former President of the Carnegie Foundation for the Advancement of Teaching and Chancellor of the State University of New York, published countless reports and books offering an insider's description of the challenges faced on today's college and university campuses. He also identified concrete suggestions for improving the quality of each student's educational experience by advocating collaboration between academic and student affairs staff to provide an educational environment that makes learning in and out of the classroom seamless. Boyer's principles challenged educators to create new models for improving the quality of the collegiate experience. In that spirit, and inspired by Boyer's challenge, several colleges and universities have created model programs, both circular and co-curricular, that embrace Boyer's views of collaboration and community. This paper outlines those programs which include: the Ernest L. Boyer Laboratory for Learning, Carson-Newman College; the Community Awareness Program, Central Missouri State University; the Campus Compact, Oregon State University; Five-Year Strategic Plan, Penn State University; and Student-Community Development Graduate Program, State University of New York, Stony Brook. (Contains 10 references.) (MKA)

ED 443 076 CS 013 607

Conaty, Joseph
The Reading Excellence Program.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the International Reading Association (44th, San Diego, CA, May 2-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Federal Programs; Grants; Program Descriptions; *Reading Improvement; *Reading Instruction; *Tutoring

This collection of PowerPoint slides describes the Reading Excellence Program, a $260 million federal grant program that will competitively award grants to states to improve reading. It begins with a reference to the book "Preventing Reading Difficulties in Young Children," then presents a graph indicating percentage of fourth graders not able to reach the basic level of reading on the National Assessment of Education Progress 1998 study. It also presents information on program funding for fiscal year 1999; purpose of the Reading Excellence Act; primary activities of the program's key definitions of "reading" and "scientifically based reading research"; grant awards; state reading and literacy partnerships; a timeline for the Reading Excellence Act program; SEA activities; eligibility of districts and schools for local reading improvement sub grants and tutorial assistance sub grants; and contact students apply as they work to acquire, organize, and integrate that content. Clearly, more complex texts require more sophisticated learning processes on the part of students. Resources on the World Wide Web pose special difficulties with respect to these processes. Fortunately, emerging capabilities of online reading environments should help software designers and educators develop learning materials that allow readers to avoid problems with Web-based content. The objective of this paper is to describe (and, in one version, to illustrate by example) how new Web technologies can be applied to assist readers both in integrating content and in maintaining a process focus as they navigate complex expository text. The central concept behind the approach described is that of the learner's "path." Contains 29 references and an additional annotated bibliography. (Author/NKA)

ED 443 099 CS 014 039

Bergman, Ofer
Wait for Me! Reader Control of Narration Rate in Talking Books.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Foreign Countries; Grade 1; Instructional Effectiveness; Primary Education; *Reading Comprehension; *Reading Improvement; Reading Research; *Reading Strategies; Talking Books
IDENTIFIERS- Israel; Reading Accuracy; *Reading While Listening

Reading while listening (RWL) is an instructional technique in which children associate unfamiliar written words with their corresponding familiar sounds. In RWL children listen to a text (often a "talking book" on audiotape or computer software) while following along in a printed version. A study examined the effect of RWL, with reader control over narration rate in comparison to standard RWL, testing for reading comprehension, speed, and accuracy at both text and word levels. The research hypothesized that: children will perform better on test measures when they control the narration rate; because poor readers read more slowly and find standard RWL harder to follow, they will profit more from control of narration rate than more able peers; and when asked, children will indicate that when they controlled the rate, reading was easier and more enjoyable than in standard RWL. Participants were 71 children from two first-grade classes in Israel. Results confirmed the hypothesis that having a choice of narration rate is more effective than standard RWL for students in the initial stages of learning to read. Results indicate that, overall, control over narration rate yields improvements in reading comprehension and text-level reading accuracy. Results regarding word-list accuracy reached significance only for the poor readers. There were no significant results regarding reading speed. The positive effect on children's performance under the control-over-rate condition was confirmed with high significance. (Contains a figure, 4 tables, and 22 references. Attached is a story sample and an example of a comprehension test.) (NKA)

ED 443 100 CS 014 040

Carroll, Maureen
Dancing on the Keyboard: A Theoretical Basis for the Use of Computers in the Classroom.

essays, journal entries, letters, and articles written for school newspapers), the book shows that in 19th-century American schools the voices of the British rhetoricians that dominated college writing instruction were attenuated by the voice of the Swiss education reformer Johann Heinrich Pestalozzi. It was partly through the influence of Pestalozzi's thought that writing instruction for children in schools became child-centered, not just a replica or imitation of writing instruction in the colleges. These 19th-century schools prefigured some contemporary composition practices: free writing, peer editing, and the use of illustrations as writing prompts. The book features a chapter on the agency of textbook iconography, which includes illustrations from 19th-century composition books as well as a cultural analysis of those illustrations. Contains an extensive bibliography of 19th-century composition textbooks and student and school newspapers. (NKA)

ED 443 121 CS 217 145

Gale, Fredric G.
Imagining the Corporate World: Ethos, Application Letters, and the Student Writer.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Correspondence; Higher Education; Job Applicants; *Job Application; *Letters (Correspondence); *Rhetoric; *Technical Writing
IDENTIFIERS- Discourse Conventions; *Writing Contexts

This paper discusses why student writers have so much difficulty in writing job application letters that will produce the desired result. The letter should get the reader interested in the student as a possible employee enough to look over the student's resume and then interview him or her. According to the paper, most technical writing students are under the "expressivist" influence of their first-year writing courses, while what is needed in technical and business writing courses is instruction in rhetoric, particularly in the concept of "ethos." The paper contends that the successful writer of an application letter must imagine a reader who is interested in the writer as a commodity, a unit of labor that will perform adequately a particular set of tasks within the company--someone who can fill the job opening. The paper suggests that teaching rhetoric enables students to learn the difference between knowing the conventions of a discourse and knowing that--as Kenneth Burke says--these conventions are established by societies as ways of acting together. (NKA)

ED 443 122 CS 217 186

The Ninth-Grade Proficiency Test in Writing: A Resource Manual for Teachers of Writing.
PUB DATE- 00
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

penetration in Europe; customer needs dictating the services that need to be provided; the move of broadband from the enterprise to the home; differences between fiber and broadband wireless; attempts to make the United Kingdom the best place to trade electronically by the year 2002; the "dark side of globalization"; the "Information Revolution"; telecommunication in the United Kingdom; Internet e-commerce; and networks of the future. (DFR)

ED 443 142 EA 030 446

Korir, Julie; Karr-Kidwell, P. J.
The Relationship between Self Esteem and Effective Educational Leadership: A Literary Review, Recommendations, and Interviews.
PUB DATE- 00
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Dropout Rate; Elementary Secondary Education; *Leadership Qualities; Power Structure; Principals; Public Schools; *School Culture; School Safety; *Self Concept; *Student Improvement; *Teacher Effectiveness
IDENTIFIERS- *Leadership Effectiveness

This master's thesis describes the relationship between effective principalship and student achievement, school climate, and discipline. It also examines the connection between self-esteem and a principal's effectiveness, student achievement, and student behavior. The conclusion is that "the performance of the principal is a strong determinant of the success of the school as a learning community." The belief system of the principal plays a focal role in creating a negative or positive school climate and culture. Principals need to have a realistic vision for their schools and a plan to achieve it. They must also collaborate with teachers, parents, and the school community. The school community should be encouraged to participate in decision making. Self-worth has a definite impact on the effectiveness of the principal and on student achievement and behavior. Approximately one-half of this document is an appendix that supplies recommendations to principals regarding student achievement, behavior, and self esteem, presented in the form of questions posed to teachers, principals, students, and school administrators with their comments and answers. (Contains 86 references.) (DFR)

ED 443 143 EA 030 447

Oxley, Diana; Croninger, Robert G.; DeGroot, Elisabeth
Considerations for Entry Level Students in Schools-within-Schools: The Interplay of Social Capital and Student Identity Formation.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Problems; Educational Environment; High Schools; *House Plan; *Peer Acceptance; Public Schools; *Self Concept; Social Development; Social Values; Student Adjustment;

Bonds of Dependency" (M. Fullan); "The Manager as Politician" (L. Bolman and T. Deal); "Leading a School System through Change" (P. Schlechty); and "Eight Roles of Symbolic Leaders" (T. Deal and K. Peterson). Part Three, "Diversity and Leadership" and Part Four, "Moral Leadership," look at equity, values, and the difficulties caused by a failure to cultivate women and visible minorities as leaders. Part Three contains 2 articles: "Gender and Race as Factors in Educational Leadership and Administration" (C. McGee Banks), and "Gender and Supervision" (C. Shakeshaft, I. Nowell, and A. Perry). Part Four contains 3 articles: "Leadership as Stewardship: 'Who's Serving Who?'" (T. Sergiovanni); "The Authentic Leader" (R. Evans); and "Building a Community of Virtue" (K. Ryan and K. Bohlin). Part Five, "Shared Leadership," asserts that if leadership is to be effective, it must have a strong component of "sharedness." Part Five contains 4 articles: "Good-Bye, Command and Control" (M. Wheatley); "Teacher Leadership: Ideology and Practice" (A. Lieberman, E. Saxl, and M. Miles); "Principals, Shared Decision Making, and School Reform" (C. Weiss and J. Cambone); and "Assessing the Prospects for Teacher Leadership" (J. Little). (Contains 44 references.) (DFR)

ED 443 163   EA 030 471

Smulyan, Lisa
Balancing Acts: Women Principals at Work.
PUB DATE- 00
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Leadership; *Power Structure; *Principals; Professional Recognition; Public Schools; *Sex Discrimination; Sex Role; *Women Administrators

This book uses life history and ethnography to examine the lives and work of three female elementary school principals and highlights their daily use of personal and professional skills. The principals' personal backgrounds and their effect on their work are examined within the community they serve, their school, and the historical and social structures that frame their actions and interactions. The book's goal is to illustrate the complex interactions between women administrators' personal and professional lives and the social and cultural frameworks within which they work. By developing a detailed picture of the principals' daily experiences, the tensions that arise can be examined when a community, an institution, and a principal experience differences in class, race, religion, and expectations about gender and age. To understand how principals operate effectively in schools, their actions and responses in contexts within which they work must be examined. These contexts include the "personal context of the individual"; the "community context"; the "institutional context," which includes two components--the people in position of power who control process and product and the structural regularities of schools and districts that govern the actions of school principals--and the "historical and social context," which encompasses and reflects all of the others. (Contains 182 references, chapter notes, and an index.) (DFR)

ED 443 164   EA 030 472

Melaville, Atelia I.; Blank, Martin J.

provide reliable financial information to decision makers both inside and outside the agency. (DFR)

ED 443 183 EA 030 513

Education Budget Proposals. Hearing of the Committee on Health, Education, Labor, and Pensions on Investing in Our Nation's Future: Perspectives on Federal Funding for Education. United States Senate, One Hundred Sixth Congress, First Session.
PUB DATE- 99
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Economics; Educational Finance; Elementary Secondary Education; *Federal Aid; *Federal Programs; Federal Regulation; *Finance Reform; Government Publications; Hearings; *Program Budgeting; Public Schools
IDENTIFIERS- Congress 106th

The Hearing of the Committee on Health, Education, Labor, and Pensions of the U.S. Senate, held February 11, 1999, contains opening statements by Senators Jeffords, Hutchinson, Hagel, Sessions, Kennedy, Dodd, and Murray; prepared statements by educators, school board personnel, and a state representative; and additional material on education budget proposals and federal funding for education. (DFR)

ED 443 184 EA 030 514

Comprehensive School Reform Program. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 256p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Charter Schools; Curriculum Evaluation; Curriculum Problems; *Educational Assessment; *Educational Change; Elementary Secondary Education; Federal Programs; *Federal Regulation; Government Publications; Hearings; Nontraditional Education; Public Schools; Standards; *Student Improvement
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; Congress 105th

The Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce was held on June 23, 1998. Statements are presented by various educators in public education and in charter schools, U.S. Representatives, the assistant secretary of Elementary and Secondary Education, and members of his staff, who discuss the Department's implementation of the Comprehensive School Reform Demonstration program. Appendices contain written statements by the speakers at the hearing. (DFR)

ED 443 185 EA 030 515

Straight Talk: Leadership in State and Community Education Reforms. Hearing before the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, First Session.
PUB DATE- 99
NOTE- 68p.

PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Accommodations (Disabilities); Clinical Diagnosis; College Faculty; *College Students; Definitions; Disability Identification; Disclosure; Higher Education; *Learning Disabilities; *Student Rights; Teacher Student Relationship
IDENTIFIERS- *University of Illinois Urbana Champaign

This brochure, in a question-and-answer format, provides basic information about learning disabilities for faculty at the University of Illinois at Urbana-Champaign. The questions address such topics as the definition of a learning disability, diagnostic criteria, documentation criteria, verifying the legitimacy of a student's request for accommodation, diagnosis after enrollment in the university, appropriate accommodations versus unfair advantages, the definition of "reasonable" accommodations, helping a student who may have an unrecognized learning disability, student self-disclosure and rights, grade expungement as a "reasonable" accommodation, and University of Illinois policies regarding accommodation of students with such disabilities. (DB)

ED 443 207 EC 307 899

Paraschiv, Irina; Olley, J. Gregory
Generalization of Social Skills: Strategies and Results of a Training Program in Problem Solving Skills.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adults; Daily Living Skills; *Generalization; *Interpersonal Competence; Intervention; Maintenance; *Mental Retardation; *Problem Solving; Program Effectiveness; *Training Methods; Transfer of Training

This paper describes the "Problem Solving for Life" training program which trains adolescents and adults with mental retardation in skills for solving social problems. The program requires group participants to solve social problems by practicing two prerequisite skills (relaxation and positive self-statements) and four problem solving steps: (1) identification/definition of the problem; (2) identification of alternative solutions; (3) choice of the best solution; and (4) implementation of the chosen solution. Key principles underlying the program are group learning, active learning, use of natural reinforcers, repetition, relaxation, role playing, identifying emotions, visual prompts, individualized instruction, and group rules. The program also stresses transfer and maintenance of learned skills through such procedures as overlearning, stimulus variability, delayed reinforcement, fading prompts, and mediated generalization. Evaluation using verbal and role-playing measures found gains in self-knowledge, assertiveness, self-advocacy, problem solving, decision making, responsibility, determining what is important, evaluating outcomes, adjusting performance, communicating and listening, and internal locus of control. (Contains 12 references.) (DB)

What Is Mediation?
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For the Spanish version, see EC 307 923.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; *Disabilities; Due Process; Early Intervention; Elementary Secondary Education; *Parent School Relationship; Special Education; State Regulation
IDENTIFIERS- *Mediation

This brief paper discusses the use of mediation as a method for resolving disagreements between schools or early intervention programs and parents of children with disabilities. It identifies benefits of mediation such as maintenance of an ongoing and positive relationship between the school and family, simple resolution of conflicts arising out of misunderstandings or lack of information, and speed and cost factors. Drawbacks of mediation are also identified, such as requirements in some states that attorneys not participate in the process and the effects of failed mediation efforts. Other topics addressed include how to find out about mediation in any given state, how to find a mediator, and functions of the National Center on Dispute Resolution. (DB)

ED 443 229 EC 307 923

Que Es la Mediacion? (What Is Mediation?).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For the English version, see EC 307 922.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; *Disabilities; Due Process; Early Childhood Education; Elementary Secondary Education; *Parent School Relationship; Special Education; State Regulation
IDENTIFIERS- *Mediation

This brief paper, in Spanish, discusses the use of mediation as a method for resolving disagreements between schools or early intervention programs and parents of children with disabilities. It identifies benefits of mediation such as maintenance of an ongoing and positive relationship between the school and family, simple resolution of conflicts arising out of misunderstandings or lack of information, and speed and cost factors. Drawbacks of mediation are also identified, such as requirements in some states that attorneys not participate in the process and the effects of failed mediation efforts. Other topics addressed include how to find out about mediation in any given state, how to find a mediator, and functions of the National Center on Dispute Resolution. (DB)

ED 443 230 EC 307 924

Reaching Individuals with Disabilities Early (RIDE) Project: Individuals with Disabilities Act, Non-Directed Model Demonstration Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00

law and regulations, a checklist of suggested surrogate parent activities, a sample case record, a checklist for the individualized education program or individualized family service plan, state resources, volunteer application form, form for requesting appointment of a surrogate parent, and parental rights and procedural safeguard requirements. (DB)

ED 443 249 EC 307 945

Special Education Complaint Investigation Procedures.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Conflict Resolution; *Disabilities; *Due Process; Educational Legislation; Elementary Secondary Education; Guidelines; Special Education; *State Standards
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Maine

This document presents guidelines for Maine special education complaint investigation procedures. The introduction stresses the requirement that complaints must be in writing and must state that an educational agency or service provider has violated a requirement of the 1997 Individuals with Disabilities Education Act or Maine special education law and regulations. The guidelines then go on to summarize requirements concerning: receipt of complaint and review, notification, dismissal of a complaint, the complaint investigation process, the complaint investigation report and Commissioner's order, and enforcement. A dispute resolution request form is attached. (DB)

ED 443 250 EC 307 946

Finally, Help through the Funding Maze! Assistive Technology Funding Resource Manual.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 164p.; Funded through the Department of Human Services, Office of Rehabilitation Services.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agencies; *Assistive Devices (for Disabled); *Disabilities; *Financial Support; *Technology
IDENTIFIERS- *Illinois

This manual is a guide to funding resources for assistive technology needs of individuals with disabilities in Illinois. Part 1 is an introduction that describes general funding sources and agencies and details nine steps in developing a funding strategy. Part 2 is a directory to 43 specific funding sources. Each listing includes information on the agency or legislation (such as contact information, who is served, eligibility, and the application process), as well as a

NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; *Educational Environment; Elementary Secondary Education; *Evaluation Methods; *Public Schools; *School Safety; *Student School Relationship

Data collecting forms are provided for conducting a public school safety assessment screening inventory for the school's physical, social, and cultural environment. Data sheets assess traffic control, surveillance, access control, safety devices and equipment, and safety provisions and planning. Directions for using the assessment forms are included. (GR)

ED 443 271 EF 005 739

Bingler, Steven
One One Makes Three.
PUB DATE- 94
NOTE- 16p.; Prepared by Concordia Architects.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Administration; *Cooperative Planning; *Educational Change; Elementary Secondary Education; *Total Quality Management

This paper explores the emerging shift away from highly specialized, self-centered value systems to more collaborative and integrative approaches in the fields of art, business, and in primary and secondary education. How these new applications are expressed in each field is discussed in the following areas: the Art in Public Places Movement; development of Total Quality Management; and restructuring of curriculum, instruction, and governance within the learning environment. Concluding remarks address the synergistic opportunities created through collaboration, shared resources, and teamwork. (GR)

ED 443 272 EF 005 759

Maxwell, Lorraine E.
School Building Renovation and Student Performance: One District's Experience.
SPONS. AGENCY- State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Case Studies; *Educational Facilities Improvement; *Educational Improvement; Elementary Secondary Education; Public Schools; Student Behavior; *Student School Relationship

A case study explores the importance of the educational setting and its affect on student learning, performance, attitude, and behavior. The study focuses on the facilities planner's perspective and raises important questions needing further study. Among the study's findings are the importance of timing in a school district's renovation projects, and a demonstrated positive relationship between upgraded school facilities and math achievement. Thoughts on facility/student relationship research needs and design conclude the article. (Contains 14

Baker, Colin
The Care and Education of Young Bilinguals: An Introduction for Professionals.
PUB DATE- 00
NOTE- 208p.; Produced in association with Anne Sienkewicz.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education Programs; *Bilingualism; Code Switching (Language); Elementary Education; *English (Second Language); Ethnic Bias; Ethnic Groups; Immigrants; Language Usage; Learning Disabilities; Literacy; Multicultural Education; Politics of Education; Refugees; Second Language Instruction; Second Language Learning; Sociolinguistics; *Special Needs Students

This book is a comprehensive introduction for all professionals working with bilingual children. For speech therapists, physicians, psychologists, counselors, teachers, special needs personnel, and many others, this book addresses the most important issues at a practical level. It is written in simple, nontechnical terms accessible to the layman and provides a brief but comprehensive introduction. Areas addressed include the following: the nature of bilingual children; the everyday language use of bilinguals; the advantages of the bilingual child; the personality and social development of bilinguals; identity issues and solutions; children as interpreters; code-switching; bilinguals and their families; childhood trilingualism; home and school relationships; language assessment and speech therapy in the bilingual context; migrants and refugee bilinguals; the assessment of bilingual children; language delays and disorders; the development of biliteracy; prejudice reduction in school; and bilingual classrooms. The book is divided into 13 chapters and has an index, glossary, and bibliography. Each chapter concludes with suggestions for further reading. Scholarly references appear throughout the text. (KFT)

ED 443 292   FL 026 330

Programs for English Language Learners: Resource Materials for Planning and Self-Assessments.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education Programs; *Compliance (Legal); Elementary Secondary Education; *English (Second Language); *Federal Legislation; Limited English Speaking; School Districts; Second Language Instruction; Second Language Learning
IDENTIFIERS- Civil Rights Act 1964 Title VI; Lau v Nichols

These resource materials were developed in response to requests from school districts for a reference tool to assist them through the process of developing a comprehensive English language learners (ELL) program. The districts desired a program that would be in compliance with Title VI of the Civil Rights Act of 1964. Title VI was passed in the wake of the Lau

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Athletics; *Black Achievement; Black Colleges; *Black Culture; Black Stereotypes; *Black Teachers; College Administration; College Faculty; Counseling; Curriculum Development; Diversity (Faculty); Diversity (Student); Educational Policy; Equal Education; Ethics; Family Life; Graduate Study; Higher Education; Intellectual Disciplines; Leadership; *Males; Mentors; Minority Groups; Multicultural Education; Psychological Patterns; Racial Bias; Racial Discrimination; *Racial Identification; Role Models; *Scholarship; Social Influences
IDENTIFIERS- *African Americans

This book offers 26 papers by black male scholars that examine the experience of being a black man in the academy and demonstrate what black men have contributed to the scholarly enterprise. After a Foreword by the editor and an Introduction by Lee Jones, in Part 1, "Characteristics of the Academy," includes eight papers that cover topics such as: equity and parity in higher education policy; black administrators at white institutions; racial identity and historically black and historically white institutions; the language and scholarship of freedom and resistance; mastering historical, cultural, and social dialectical challenges; multicultural curricula; and institutional ethics. Part 2, "Navigating the Academy," focuses on black male psychology; African American men in various academic disciplines, preparing a university for diversity; the role of mentoring, the impact of American social systems on African American men; managing family and career; and working toward advanced degrees. Part 3, "Featured Scholarship," examines ancient Egyptian family and social organization, health counseling for black men; the personal costs of being a black male in academe; black male images in athletics; black male leadership; empowering black children; and the impact of the marketplace on ethnic minorities, business, and the government. (All papers contain references.) (SM)

ED 443 312 HE 033 066

Keller, Michael
Enrollment Projections, 2000-2009: Maryland Public Colleges and Universities.
PUB DATE- 00
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Community Colleges; *Enrollment Projections; *Enrollment Trends; Full Time Students; Graduate Students; Higher Education; Part Time Students; *Public Colleges; Tables (Data)
IDENTIFIERS- *Maryland

This document presents enrollment projections for Maryland public colleges and universities through the year 2009. There are headcount projections for each higher education institution, with breakdowns by full- and part-time undergraduates and full- and part-time graduate/professional students. Full-time equivalent (FTE) and full-time day equivalent (FTDE) projections were calculated by applying a mathematical formula to the headcount figures. Separate but similar linear regression analyses were used to project enrollments at community colleges and public four-year institutions. Results

Enrollment Rate; *Enrollment Trends; High School Students; High Schools; Higher Education; Hispanic Americans; Longitudinal Studies; *Predictive Measurement; *Racial Differences; Regression (Statistics); Statistical Analysis; Student Characteristics; Two Year Colleges; Universities
IDENTIFIERS- *African Americans; National Education Longitudinal Study 1988

This study examines racial/ethnic group differences in two- and four-year college enrollment rates of bachelor's degree aspirants, controlled for differences in expected costs and benefits, financial resources, academic characteristics, and social and cultural capital. The sample (n=7,832) is drawn from the National Educational Longitudinal Study (NELS:90/94), which surveys students during middle and high school and two years after high school. The study finds that despite an increase in the predisposition toward college, only 28 percent of African Americans and 20 percent of Hispanics were actually enrolled in a four-year institution during the fall after their expected high school graduations. The study concludes that when the econometric framework is expanded to include measures of social and cultural capital, college choice does not conform to a rational choice model. The findings suggest several reasons why African Americans and Hispanics are less likely than whites and Asians to enroll in a four-year college immediately after graduating from high school. Important factors include their under-representation among students enrolled in at least one advanced mathematics course; for Hispanics, another barrier appears to be related to the level of parental involvement; and for African Americans, the decision is influenced by the values, norms, and characteristics of the high school attended. (Contains 43 references.) (CH)

ED 443 331 HE 033 086

Perna, Laura Walter
Sex Differences in Faculty Salaries: A Cohort Analysis.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Higher Education; Productivity; Racial Differences; *Sex Differences; Tables (Data); Teacher Characteristics; *Teacher Salaries; Teaching Experience; *Women Faculty
IDENTIFIERS- National Study of Postsecondary Faculty

This study examined sex differences in faculty salaries, exploring how lower salaries for women varied across different rank/experience cohorts. Data came from the 1993 National Study of Postsecondary Faculty. Six cohorts were defined: assistant professors with 1-2 years experience, 3-6 years experience, 7-12 years experience, or 13-20 years experience, and full professors with 13-20 years or more than 20 years of experience. The dependent variable was basic salary. Independent variables included research productivity, measured by number of refereed publications in the past two years; service and administrative productivity, measured by percent of time allocated to each activity; and teaching productivity, measured by teaching level and committee work. Among younger faculty at each rank, lower salaries for women related to other with other European countries suggest that in the U.K. institution matters more (low level of vertical substitution) and subject studied matters less (high level of horizontal substitution). The study found little graduate unemployment and average earnings that were higher than those of nongraduates. A majority of graduates find their degree studies useful in their work, although this work may not always be considered "graduate level" employment. In examining the validity of employability indicators, the report sees a need for these measures to be multidimensional and able to distinguish between factors relevant to obtaining a job and those relevant to preparation for work. (Contains 38 references.)

ED 443 350   HE 033 107

Guidelines for Support to State Open Universities and Correspondence Course Institutes.
PUB DATE- 97
NOTE- 65p.; For a related document from the Distance Education Council, see HE 033 110.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Computer Mediated Communication; *Computer Uses in Education; *Correspondence Schools; *Distance Education; Educational Change; *Educational Finance; Educational Technology; Faculty Development; *Financial Support; Foreign Countries; Higher Education; Internet; Networks; Nontraditional Education; Online Systems; *Open Universities; Public Colleges; State Universities
IDENTIFIERS- *India

This report presents a comprehensive set of guidelines approved by the Distance Education Council (India) in July 1997 for funding open universities and correspondence course institutes and describes policies and programs to promote distance education through communication, industrial, and academic networks. The first section, which summarizes the recommendations, lists guiding principles for support of state open universities and correspondence course institutes, as well as similar guidelines for institutional and academic reforms, staff development, student support services, and computerization. Other sections of the report discuss major considerations and guidelines for the nurturing phase of distance education and outline future development plans and funding for state open universities and correspondence course initiatives. The discussion in these sections touches on guiding principles, academic and institutional reforms, infrastructure development, curriculum development, student services, staff development, technology support systems, performance review and assessment, and research and development. A final section discusses the relationship of the Distance Education Council vis-a-vis open universities and distance education institutions. Appended are copies of the Distance Education Council proposals for establishing state open universities and its action plan for upgrading correspondence courses to distance education. (SM)

ED 443 351   HE 033 108

College and University Revenues and Expenditures, New York State, Fiscal Year Ending 1995.
PUB DATE- 97

procedural due process. A concluding section offers policy and practice recommendations for therapeutic application of due process. Appended are two case studies designed to teach about due process and provide a better understanding of the implementation of due process. (Contains approximately 135 references.) (CH)

ED 443 369 HE 033 134

Speck, Bruce W.
Grading Students' Classroom Writing: Issues and Strategies. ASHE-ERIC Higher Education Report, Volume 27, Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; *Grading; Higher Education; Student Evaluation; Writing Assignments; *Writing (Composition); *Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Skills; *Writing Teachers

This book offers detailed and complex guidance, and the necessary techniques, for grading college students' writing. It examines why it is important to integrate grading into the writing process; the need for effective writing assignments; ensuring fair professorial judgments; promoting student learning; helping students learn how to respond effectively to writing; and administrative support for effective grading. Sections of the book cover: the writing process and grading students' writing (fitting evaluation with the writing process, marrying writing and grading); constructing writing assignments (determining purpose and audience, critiquing writing assignment); fairness and professional judgment (grading methods); including students in the assessment of writing (professorial authorities, cheating, preparing students to make informed decisions about writing quality); and providing feedback for revision (reading and responding to students' writing, common misperceptions about feedback). A final section recommendations that faculty: (1) tailor the writing and grading process to particular classroom situations; (2) use writing to help students learn; (3) not grade all writing; (4) make wise use of time required for the writing and grading process; and (5) integrate literature on grading into their professional reading. An appendix offers an example of a student paper with effective written comments. (Contains approximately 200 references.) (CH)

ED 443 370 HE 033 135

Alstete, Jeffrey W.
Posttenure Faculty Development: Building a System for Faculty Improvement and Appreciation. ASHE-ERIC Higher Education Report, Volume 27, Number 4. Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 143p.; Published eight times per year.
LANGUAGE- English

Tube) computer screens. Twenty-eight subjects were selected from 6th and 7th grade students enrolled in a public school. Subjects were shown a series of alphanumeric characters (three per slide times three slides, equaling nine total per color) using black text upon white, blue, and green backgrounds. The slides were prepared using presentation software. Slides were automatically timed for 10 seconds each. Subjects were given answer sheets and asked immediately (time 0) following treatment to write down what they remembered from the series. One hour later (time 1), the subjects were given another answer sheet and asked to write what they remembered. The white, blue, and green slides were presented at one week intervals using a different set of randomly selected alphanumeric characters upon each subsequent background. The answers were scored for number correct in order and sequence from all colors and time references and t-tests were conducted on the data. Results show a statistically significant memory loss from time 0 to time 1 at the .05 level in the trial using blue and in the trial using green. Additionally, in a comparison between mean number of correct responses, a trend may have been discovered which shows black text upon a white background to rank higher than both colors in both time 0 and time 1. Blue may rank second in time 0 and third (worst) in time 1 while green may rank third in time 0 and second in time 1. Recommendations for additional research are given. Several appendices provide information on specifics of the study. (Contains 37 references.) (Author/AEF)

ED 443 388 IR 020 097

Boring, Christine Allison
A Comparison of Old Computers to New Computers Using First Letter Fun TM and Bailey's Book House TM .
PUB DATE- 00
NOTE- 33p.; Master of Arts in Educational Technology and Bible, Research Paper, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Comparative Analysis; Computer Assisted Instruction; *Computer Software Evaluation; Computer Software Selection; Computer System Design; Educational Technology; Instructional Effectiveness; Kindergarten; Kindergarten Children; Primary Education

A group of 20 students in a self-contained kindergarten classroom was selected to receive enrichment using computer software. Of those 20, 10 were randomly selected to use "Bailey's Book House" on a Macintosh computer. "Bailey's Book House" and the Macintosh computer were considered to be the newer models. The other 10 students used "First Letter Fun" on a Laser 128 EX computer, both considered to be the older models. Students were given a pretest before beginning each enrichment. The same test was given as a posttest after eight weeks of enrichment. Every student received 10 minutes of letter instruction every day, along with 15 minutes of computer enrichment. All of the students showed progress after receiving instruction and enrichment as shown by an increase in posttest scores. The Macintosh group did not show a significant different from the Laser 128 EX group when statistical comparisons were made. Results of the research indicate that the older computers and software are just as effective as newer computers and software. (Contains 20 references.) (AEF)

ED 443 389 IR 020 098

Design Features in Computer Supported Learning Environments for Teaching Statistics to Psychology Students.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Computer System Design; Computer Uses in Education; Foreign Countries; Higher Education; Information Technology; Instructional Effectiveness; Psychology; *Statistics

Statistics forms the backbone of many undergraduate and graduate courses in education and psychology, however, many students find it difficult to master. Information technology can help these students' difficulties with statistics in two ways: it can be used to reduce the drudgery associated with large amounts of calculation; and it can be used to support the teaching of basic concepts in statistics in a more illuminating and motivating way. This paper looks at two different programs and illustrates how the use of particular computer-based activities contributed to students' understanding of statistical concepts. The paper looks at findings from evaluation studies of the systems "Link" (Morris, 1997) and "ActivStats" (Morris & Scanlon, 1999). "Link" is an application designed to address students' difficulties concerning the topic of correlation, and "ActivStats" is a multimedia learning resource for teaching statistics across a range of disciplines. Each of the cases highlights a particular feature of the program design which is likely to influence students' learning of statistics. (Contains 16 references.) (AEF)

ED 443 409 IR 020 319

Chu, Gia-Li; Reeves, Thomas C.
The Relationships between Cultural Differences among American and Chinese University Students and the Design of Personal Pages on the World Wide Web.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Computer System Design; *Cultural Differences; *Cultural Influences; Design Preferences; Foreign Countries; Higher Education; World Wide Web
IDENTIFIERS- Americans (United States); Chinese People; Home Pages; Taiwanese People; *Web Page Design; *Web Pages

The purpose of this study was to examine the relationships between cultural differences and the design of personal Web pages. The research questions were: (1) What differences can be detected between how American and Chinese students employ symbol systems in their personal Web pages? (2) What differences can be detected between American and Chinese students with respect to information preferences and content structure as revealed within their personal Web pages? and (3) How does culture influence the design and development of personal Web pages by American and Chinese students? Content analysis was conducted of Web pages by 28 American and Chinese

Magazine" (Eric Lee) looks at trade union Web sites as they enter their third generation. "Aimee, the Teacher from Tahiti" (Samuel Grumiau) discusses a day in the life of a teacher. (YLB)

ED 442 930 CE 080 312

Australian Vocational Education & Training. South Australia: An Overview.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 46p.; Running title is Australian Apprentice & Trainee Statistics: South Australia--An Overview.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Developed Nations; *Educational Needs; Employer Attitudes; Females; Foreign Countries; *Job Training; Males; *Outcomes of Education; Postsecondary Education; Secondary Education; Sex Differences; Student Attitudes; Student Educational Objectives; *Vocational Education
IDENTIFIERS- *Australia (South Australia)

A study examined the publicly-funded vocational education and training (VET) system in South Australia (SA) in 1997. Background information indicated SA is a geographically large state with a relatively small population that is older compared to the rest of Australia, with 14 percent aged over 65 compared with 12 percent nationally. Findings were that SA accounts for about 8 percent of the Australian population, 10 percent of publicly-funded VET students, and about 8 percent of apprentices and trainees. Of the population aged 15-64 years, 11.6 percent undertook some kind of VET, above the national average of 10.5 percent. SA has the highest proportion of female students with 53 percent, well above the national average of 48.1 percent. Female VET students had a slightly higher module completion rate. Technical and further education (TAFE) qualifications increased the chances of finding work, and more than one quarter of all TAFE graduates named "to get a job" their main reason for undertaking study. Manufacturing, construction, and retail industries accounted for nearly three quarters of all apprenticeships and traineeships in SA. Employers cited these three areas of change as most likely to affect future training needs: advancing technology and automation, the need for workers to be more qualified or skilled, and government policies and legislation. SA students and employers were generally satisfied with VET provision. (YLB)

ED 442 931 CE 080 313

Australian Personal Enrichment Education and Training Programs. Statistics 1998: An Overview.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Demography; Developed Nations; Educational Finance; *Enrichment Activities; Foreign Countries; *Leisure Education; *Lifelong Learning; Postsecondary Education; *Recreation; Secondary Education; Vocational Education
IDENTIFIERS- *Australia

trajectories. Treating these types as a dependent variable, the analysis identifies age, cohort, period, and location effects as well as considering their relationships to other variables such as respondent characteristics, personal and societal opportunities, and economic conditions. The study found that the most important determinants of participation in further education are time and place. The study concluded that ameliorating inequalities in society could make alternative learning trajectories available to more people, and it is worth doing, even if economic benefits do not accrue. (Contains 42 references.) (KC)

ED 442 949 CE 080 338

Chambers, Paul; Gorard, Stephen; Fevre, Ralph; Rees, Gareth; Furlong, John
Changes in Training Opportunities in South Wales, 1945-1998: The Views of Key Informants. Patterns of Participation in Adult Education and Training. Working Paper 12.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 98
NOTE- 51p.; For other Working Papers, see CE 080 328-341 and CE 080 402.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Access to Education; *Adult Learning; Continuing Education; *Economic Development; *Education Work Relationship; Educational Background; *Educational History; Educational Mobility; *Educational Opportunities; Family Influence; Foreign Countries; Outcomes of Education; Parent Influence; Postsecondary Education; Predictor Variables; Social Mobility; Sociocultural Patterns; Socioeconomic Influences; *Vocational Education
IDENTIFIERS- *Wales (South)

This study is part of a regional study in industrial South Wales on the determinants of participation and non-participation in post-compulsory education and training, with special reference to processes of change in the patterns of these determinants over time and to variations between geographical areas. The study combines analysis of secondary data about education and training with a regional study of several generations of families in South Wales (a door-to-door survey of 1,104 representative householders), interviews, and taped oral histories. This study considers the types of opportunities available over the period 1945-1998 to determine whether they can help explain the pattern of changes in participation in education over time. The study found limited training opportunities available during the post-war years, with an emphasis on heavy industries. The 1950s and 1960s saw a more structured approach to training, with the setting up of Industrial Training Boards and a limited expansion of opportunities for further education. In the 1970s, further education became more important, and companies began in-house training departments, although these developments were interrupted by the oil crisis and resultant recession. In 1981, many of the training boards were dismantled and the Manpower Services Commission took over organizing training. Training schemes came and went, and large job losses in basic industries created a training industry but few jobs. By 1989, economic recovery began, and the introduction of National Vocational

(6) services are now being provided to migrant farm workers; (7) more partnerships in and outside Idaho state government were reinforced; and (8) goals for the year 2000 were set, including assessing the effectiveness of the IDVR's programs for the deaf and conducting an employer survey. (Statistics on specific populations served and short profiles of successful clients are included in the report.) (KC)

ED 442 966   CE 080 379

Overtoom, Christine G.
Project Build: Integrating Technical and Employability Skills in a Construction Industry-Based Welfare-to-Work Training Program.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC. Office of University Partnerships.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Building Trades; Construction (Process); Curriculum Development; *Employment Potential; *Job Skills; *Job Training; Performance Based Assessment; Student Evaluation; *Unemployment; Vocational Education
IDENTIFIERS- Project Build; Welfare to Work Programs

Project Build is an eight-week course in construction industry basics for unemployed residents of the neighborhoods surrounding The Ohio State University. Developing curriculum for Project Build revealed that existing training materials in the construction industry focus on technical skills. Extensive conversations with industry experts about melding employment and job-specific skills became part of the collaborative process. Although technical skills prepared Project Build participants for entry-level employment and were instrumental in getting them "in the door," they were not enough. Industry experts articulated that employees are more likely to keep the job and progress in a career if training is integrated with employment skills. Teaching and learning employability skills was consistent with the emerging needs of a world economy in a high performance work environment. The literature was decidedly absent or unclear about how to facilitate employability skills assessment. Three criteria were cited for assessing employability skills: validity of an assessment rests on job analysis; the skill assessed should be teachable; and each assessment must be evaluated in the context of its purpose. (Contains 25 references.) (YLB)

ED 442 967   CE 080 380

Hamill, Lee B.; Geer, Cindy H.
School-to-Work and Inclusion in General Education Teacher Preparation Programs: Instructional Modules for Middle Childhood Subject Area Methods Courses.
SPONS. AGENCY- State Univ. Education Deans, OH.
PUB DATE- 00
NOTE- 244p.; Also supported by the School-to-Work Systems Integration Coalition at The Ohio State University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Content Area Reading; Content Area Writing; Diversity (Student); *Education Work Relationship; Higher Education; Integrated Curriculum; Interdisciplinary

high school. The document begins with an overview of the Career Passport, which is a five-part document designed to serve as a hands-on summary of Ohio high school students' educational experiences and career goals and reflects the career thinking that they have done since kindergarten. Presented next are a series of activities designed to enable parents to help their teens accomplish the following tasks: make full use of the Career Passport; develop a resume; make the changes needed to earn a transcript containing good grades, good attendance, and the courses employers want; write a thoughtful career narrative; develop critical employability skills; and learn to plan for change. Concluding the document is a calendar that lists things parents can do in each of the months of their teen's 11th grade year to add depth and quality to his or her Career Passport and use it as a means to keep his or her career dreams in focus. (MN)

ED 442 985   CE 080 418

Conway, Maureen; Bear, Marshall
Asian Neighborhood Design: A Case Study of a Sectoral Employment Development Approach. Sectoral Employment Development Learning Project.
PUB DATE- 00
NOTE- 70p.; The second of a series of six case studies from the Sectoral Employment Development Learning Project, Economic Opportunities Program, Aspen Institute.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Apprenticeships; Asian Americans; Building Trades; Carpentry; Case Studies; Change Strategies; *Community Development; Construction Industry; Cooperative Programs; Cost Effectiveness; Economic Development; *Education Work Relationship; Housing; Inner City; Job Development; Job Training; Models; *Neighborhood Improvement; Nonprofit Organizations; Partnerships in Education; Poverty Programs; Program Costs; Program Development; Program Effectiveness; Urban Education; *Vocational Education; Volunteers; Welfare Recipients
IDENTIFIERS- *California (San Francisco Chinatown)

Asian Neighborhood Design (AND) was established by a group of student architects in 1973 to rehabilitate houses and revitalize community spaces in the crowded neighborhoods of San Francisco's Chinatown. Despite its growth and development in response to changes in economic conditions, the policy environment, and its own clientele, AND has retained its initial approach, which is based on a comprehensive, needs-centered model of poverty alleviation. As a community development corporation with specialized expertise in architectural design and construction, AND works to help neighborhood residents achieve self-sufficiency by creating access to existing jobs in the construction industry and creating inner-city jobs in case-goods manufacturing. AND is committed to assisting low-income Bay area residents, including hard-to-place welfare recipients and ex-felons. Areas in which AND is active include the following: job training; wood products manufacturing; construction management; and architectural services. AND also offers posttraining counseling in critical life areas and management services. Of the 102 trainees participating in AND training programs in fiscal 1998, 75 (74%) graduated and 68 (91%) were placed in jobs at an average starting hourly wage of $9.18. In fiscal 1998, AND incurred total operating costs of $658,942 ($9,690 per job career information is appended. (Contains 15 references.) (MN)

ED 443 002 CE 080 450

Finke, Wolfgang F.
Lifelong Learning in the Information Age: Organizing Net-Based Learning and Teaching Systems. Wissenschaftliche Fachbibliothek.
PUB DATE- 00
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; Behavioral Objectives; Case Studies; Competence; Computer Networks; *Computer Uses in Education; Constructivism (Learning); Corporate Education; Courseware; Definitions; Delivery Systems; Educational Change; Educational Cooperation; Educational Environment; *Educational Needs; Educational Technology; Educational Trends; Foreign Countries; Group Instruction; Higher Education; Information Services; Information Systems; Information Technology; *Instructional Design; *Internet; Learning Processes; Learning Theories; *Lifelong Learning; Literature Reviews; Models; Open Universities; Organizational Development; Partnerships in Education; Performance Contracts; Proprietary Schools; Germany; *Information Age; Knowles (Malcolm S); Netherlands; United Kingdom; United States
IDENTIFIERS- Germany; *Information Age; Knowles (Malcolm S); Netherlands; United Kingdom; United States

This book examines lifelong learning in the Information Age and the role of higher education (HE) in providing the educational services needed by lifelong learners. The following are among the topics discussed in the book's eight chapters: (1) changes in HE (repercussions of globalization in the educational sector; competition in higher learning; potential of information technology and multimedia learning); (2) emerging organizational models and players in the education services business (emerging organizational concepts; organizations in Net-based lifelong learning); (3) human learning and instruction (instruction, behavioral psychology, and cognitive constructivism; selected approaches to learning and instruction); (4) educational concepts for Net-based learning and teaching (lifelong learning considerations, asynchronous learning networks, managing lifelong learning careers, managing personalized learning experiences, migrating to competence-focused learning environments); (5) operational functions, subsystems, and roles (organizational design and business process engineering in HE, operational functions to support Net-based learning); (6) core processes in Net-based educational systems (creating and certifying competencies; specifying learning balance; co-constructivist progressive mastery learning; demonstrating achievements); (7) information systems (IS) support for Net-based education (IS functions of higher learning, groupware infrastructure, and IS functions); and (8) a case study of groupware-based asynchronous learning and teaching. Eighty-three tables/figures are included. (Contains 316 references.) (MN)

ED 443 003 CE 080 452

Boros, Janos, Ed.
Protective Bars? Report on the EPEA International Conference on Prison Education (6th, Budapest, Hungary, November 1-5, 1997).
PUB DATE- 98

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advisory Committees; Competence; Competency Based Education; Definitions; Driver Education; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Potential; Employment Qualifications; Entry Workers; Equipment Maintenance; Equipment Utilization; Evaluation Criteria; Glossaries; Guidelines; Job Skills; Labor Force Development; Occupational Clusters; *Performance Based Assessment; Program Guides; Secondary Education; *State Standards; Statewide Planning; Student Certification; *Student Evaluation; *Trade and Industrial Education; Traffic Safety; Two Year Colleges
IDENTIFIERS- *Illinois; *Truck Drivers

This document, which is intended to serve as a guide for workforce preparation program providers, details the Illinois Occupational Skill Standards for programs preparing students for employment as entry-level truck drivers. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 21 tasks performed by entry-level truck drivers. Each skill standard statement contains the following components: (1) a job summary; (2) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (3) performance elements and assessment criteria; and (4) a recommended assessment and credentialing approach. The following are among the tasks for which skill standards are provided: read/interpret control systems; perform vehicle inspections; perform standard driving maneuvers; read shipping documents and evaluate cargo loads; deal with accident scenes; and plan trips. Appended are the following: (1) glossary; (2) lists of members of the Illinois Occupational Skill Standards and Credentialing Council, the Transportation, Distribution, and Logistics Subcouncil, and the Entry-Level Truck Driver Standards Development Committee; (3) Entry-Level Truck Driver Recognition Proposal; and (4) list of workplace skills. (MN)

ED 443 020 CE 080 478

Illinois Occupational Skill Standards: Floristry Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 00
NOTE- 53p.; For related documents, see CE 080 474-492.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advisory Committees; Agricultural Education; Competence; Competency Based Education; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Potential; Employment Qualifications; Environmental Education; Evaluation Criteria; Glossaries; Guidelines; Horticulture; Job Skills; Labor Force Development; Occupational Clusters; *Ornamental Horticulture Occupations; *Performance Based Assessment; Program Guides; Public Relations; Retailing; Salesmanship; Secondary Education; *State Standards; Statewide Planning; Student Certification; *Student Evaluation; Two Year

Hann, Della M., Ed.; Huffman, Lynne C., Ed.; Lederhendler, Israel I., Ed.; Meinecke, Douglas, Ed.
Advancing Research on Developmental Plasticity: Integrating the Behavioral Science and Neuroscience of Mental Health. Proceedings (Chantilly, Virginia, May 12-15, 1996).
PUB DATE- 98
NOTE- 299p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Adjustment (to Environment); *Behavior Development; *Behavioral Sciences; Cognitive Development; *Developmental Stages; *Individual Development; Intervention; *Mental Health; Neuropsychology; Prevention; Psychiatry; *Research Needs; Social Behavior
IDENTIFIERS- *Neurosciences

This book represents the proceedings of the Conference on Advancing Research on Developmental Plasticity: Integrating Behavioral Science and the Neuroscience of Mental Health. The conference featured scientific presentations from many leading scientists in behavioral sciences, neuroscience and psychiatry, as well as a poster session for newer investigators and roundtable seminars for more in-depth discussion. The conference focused on three primary areas of development: stress and early development, cognition, and social behavior. The primary goal of the conference was to bring together scientists from neuroscience, the behavioral sciences, and psychiatry in order to begin identifying substantive topics that may benefit from more integrated cross-disciplinary research on developmental plasticity. The proceedings emphasize the importance of developmental plasticity in brain and behavior to mental health. Identifying the mechanisms and the timing by which these mechanisms operate could produce a greater understanding of the multiple and interconnected levels of functioning that lead to adjustment, as well as a much better understanding of when and how functioning becomes impaired. By examining the natural developmental timing of sensitive periods for plasticity, scientists will have firmer data to inform decisions about when to implement prevention or intervention. Contains 19 presentations, 6 roundtable seminars, and 37 poster presentations. (Author/GCP)

ED 443 038 CG 030 098

Treatment of Adolescents with Substance Use Disorders. Treatment Improvement Protocol (TIP) Series 32.
PUB DATE- 99
NOTE- 163p.; For other documents in the TIP Series, see CG 030 099-103 and CG 030 130-134.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; Counselor Training; *Drug Rehabilitation; Emotional Adjustment; Ethics; Family Counseling; Family Role; Illegal Drug Use; *Intervention; *Outcomes of Treatment; Program Development; *Substance Abuse

This TIP on the best practice guidelines for treatment of substance abuse aims to help teach treatment providers about the latest information available to design and deliver better

Series 30.
PUB DATE- 98
NOTE- 144p.; For other documents in the TIP Series, see CG 030 098-103 and CG 030 130-133.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Modification; *Correctional Rehabilitation; Counseling; *Drug Rehabilitation; Individual Needs; *Intervention; Motivation; *Prisoners; Program Design; Social Problems; *Substance Abuse
IDENTIFIERS- Case Management; Substance Abuse and Mental Health Services Admin; Treatment Verification

This TIP, on the best practice recommendations for the treatment of substance abuse, presents guidelines for ensuring continuity of care as offenders with substance use disorders move from incarceration to the community. Research indicates that treatment gains may be lost if treatment is not continued after the offender is released from incarceration. This TIP is designed to educate and provide information for community service providers on how to meet offender treatment needs in order to overcome the obstacles to a successful transition. It details how members of a transition team can collaborate to help with the transition to the community. Since offenders generally have complex treatment needs, the TIP suggests that case management is an ideal approach. Treatment guidelines specific to populations such as offenders with mental illness, offenders with long-term medical conditions, and sex offenders are also detailed. Appendixes include: "Bibliography," "Instruments," "Resource Panel," and "Field Reviewers." (Contains 14 figures and approximately 100 resource.) (JDM)

ED 443 058   CG 030 135

Soule, Peneloope P.; Sharp, Joyce E.
Safe and Drug-Free Schools and Communities. 1998 Student Survey Results.
PUB DATE- 98
NOTE- 72p.; "Funding for this project provided by Safe and Drug-Free Schools and Communities Project, Title IV of Improving America's Schools Act (IASA) of 1994." Report prepared in consultation with Michael Fitzgerald.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Drinking; Drug Use; Educational Environment; Elementary School Students; *High Risk Students; Intermediate Grades; Interpersonal Competence; Marijuana; *Predictor Variables; Resilience (Personality); School Psychologists; Secondary Education; Secondary School Students; Smoking; Student Surveys; *Substance Abuse; Tables (Data); *Violence
IDENTIFIERS- Nevada

This reports discusses results of the Nevada Department of Education's fifth biennial survey to assess drug and alcohol attitudes and use among students in grades 6, 8, 10, and 12 (N=7,770). This 1998 survey also addresses issues of safety, violence, and school climate in keeping with the Safe and Drug-Free Schools and Communities Act of 1994. Students were asked about participation in school-based prevention programs, other school-related behaviors, and parental monitoring and information for Reading Excellence. (RS)

ED 443 077 CS 013 985

Moore-Hart, Margaret; Karabenick, Stuart A.
Becoming Successful Readers: A Volunteer Tutoring Program for Culturally Diverse Students.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Age Teaching; *Diversity (Student); Elementary Education; Higher Education; Program Evaluation; *Reading Achievement; Reading Attitudes; *Reading Improvement; Reading Research; *Reading Strategies; *Student Volunteers; *Tutoring
IDENTIFIERS- AmeriCorps; Michigan; Program Objectives

A study examined how culturally diverse students increased their reading/writing performance through a structured volunteer tutoring program. Two university professors developed volunteer tutoring programs at six elementary schools in southeastern Michigan. Program objectives were to: (1) increase the reading performance of culturally diverse students; (2) improve their attitudes toward reading; and (3) evaluate the program's efficacy. Tutees consisted of 291 elementary students, ages 6 to 10 years, who were reading below grade level. Tutors included 27 AmeriCorps volunteers (university students) who were culturally diverse, economically varied, and diversified in age and gender. After a minimum of two training sessions, tutors began conducting 30-minute one-to-one sessions either two or four times per week. During this time, they read multicultural literature with the children and questioned them interactively for 15 to 20 minutes. During the remainder of the session, they conducted word building strategies to reinforce knowledge of letter-sound relationships or word recognition activities to reinforce fluency. In addition, they engaged in reading/writing activities, such as choral readings, readers' theater, or journal writing. Findings showed greatest gains for second and third graders, but the sessions benefited all students. Data suggest that such a cost-effective program could be instituted to increase the literacy of diverse school populations. (Contains 13 tables, 2 figures, and 12 references.) (NKA)

ED 443 078 CS 013 995

Johns, Jerry L.; Lenski, Susan Davis
Improving Reading: A Handbook of Strategies. Second Edition.
PUB DATE- 97
NOTE- 558p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Elementary Education; Emergent Literacy; *Family School Relationship; Higher Education; Oral Reading; *Reading Comprehension; *Reading Instruction; *Reading Skills; *Reading Strategies; *Reading Writing Relationship; Study Skills
IDENTIFIERS- Reading Fluency

PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; *Computer Assisted Instruction; Elementary Education; *Language Acquisition; *Literacy; Multimedia Materials
IDENTIFIERS- Meaning Construction; Scenarios; Technology Integration; Theoretical Orientation

This paper offers a theoretical rationale for the use of technology--and particularly interactive electronic media, such as graphics-enabled word-processing programs, "talking books," e-mail, computer-assisted writing programs, and the World Wide Web--in the classroom. The rationale focuses on two aspects of literacy development: the ability to consider multiple symbolic perspectives in the process of making meaning and the ability to reflect on language. The tool of technology enables children to work with multiple sign systems simultaneously, thereby providing opportunities for them to reflect on language while constructing meaning from multiple perspectives in the social context of the classroom. How this resource is used affects literacy development in a multitude of ways. These theoretical constructs provide a foundation for suggestions for practice, presented in a series of classroom scenarios. (Contains 27 references.) (Author/NKA)

ED 443 101 CS 014 057

Monroe, Johnna; Staunton, Jeannine
Improving Student Reading Skills through Sight Word Instruction.
PUB DATE- 00
NOTE- 46p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Instructional Effectiveness; Kindergarten; Primary Education; *Reading Improvement; *Reading Skills; *Sight Method; *Sight Vocabulary; Word Recognition

This report describes a program for improving sight word recognition and the ability to improve reading skills. The targeted population consists of a kindergarten class and a primary self-contained special education class. The schools are located in a large metropolitan city. The problem of poor sight-word recognition was documented with student surveys, behavioral checklists, and pretests and posttests of basic sight words. Analysis of probable cause indicated that there were poor sight-word recognition skills among elementary students. This negatively affected students' reading skills. Review of the research indicated that students were not reading sight words in context or in isolation. A review of the solution strategies suggested by other researchers, combined with an analysis of the problem settings, resulted in the development of sight-word instruction. The program included hands on activities, small group tutoring, literature-based instruction, and repeated readings of predictable text. Students showed a marked improvement in reading skills. (Contains 18 references and 2 tables of data. Appendixes contain checklists, survey instruments, word lists, and sight-word books.) (Author/RS)

ED 443 102 CS 014 058

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Achievement Tests; Grade 9; *Holistic Approach; Junior High Schools; Student Writing Models; *Writing (Composition); *Writing Instruction; Writing Teachers; *Writing Tests
IDENTIFIERS- *Ohio Ninth Grade proficiency Test; Writing Prompts

This revised manual aims to assist Ohio teachers in preparing their students for success in the Ohio Grade 9 Proficiency Test in Writing. Noting that the original writing resource manual shared sample papers based on the expository practice test prompt, the revised manual states that since that manual's publication, teachers have asked for additional sample papers based on the narrative and descriptive modes. The revised manual includes assistance with all three modes of writing: narrative, descriptive, and expository. Sample papers in the manual are arranged by prompt rather than by score point. The manual is divided in the following manner: Overview of the Scoring Process; Frequently Asked Questions; Short- and Long-Range Strategies; Reference to Language Arts Model Course of Study; Overview of Writing Requirements; Sample Prompts; Sample Expository Essays/Annotations/Teaching Suggestions; and Sample Narrative Essays/Annotations/Teaching Suggestions. Appendixes are Rubric for Holistic Scoring; Summary of Writing Performance; and Guarantee of Stability of the Scoring Samples. (Contains a 14-item annotated bibliography.) (NKA)

ED 443 123 CS 217 187

Taylor, Richard C.
The Personal Is Professional: What Is a Feminist Pedagogy in a Man's Composition Classroom?
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Cooperative Learning; *Feminism; *Freshman Composition; Higher Education; *Program Administration; Womens Studies
IDENTIFIERS- *Feminist Pedagogy; Feminist Scholarship; Learning Environments

A man professing women's studies, a male composition teacher advocating a feminist classroom, or, for that matter, a literature specialist assuming the directorship of a first-year composition program are all a "kind of cross dressing." A director of first-year composition explores the relationship among these issues in this paper. To begin with, according to the paper, to be feminist is to participate in the fight for social justice, to identify with a movement that has transformed human experience but whose work has barely begun, to reject as naive and even oppressive the persistent calls for an apolitical or ideologically neutral classroom. Noting that male participation in women's studies remains relatively rare, the paper considers some of the ways in which a man's feminist composition classroom operates, citing, for example, positive experiences with collaborative teaching and learning. The paper also muses on just what constitutes a feminist pedagogy. It concludes by discussing how a program director advocates, instructs, and directs a feminist approach for 30 teaching assistants with various points of view and personal

*Student Experience; *Student Subcultures; *Teacher Student Relationship
IDENTIFIERS- *Social Capital

High schools organized into schools-within-schools (SWS) have the capacity to create social capital, a sense of trust and connection among teachers and students that can be used in the service of teaching and learning. These differentiated social groupings, or subunits, can influence members' sense of identity during the transition to high school, and may be especially important not only to the success of individual students but also to the success of the SWS structure. Social capital and identity are examined during students' entry year in four high schools with an SWS structure. It is argued that SWS designs that consider students' needs in the areas of social relations and identity have a greater potential for success than those that do not. Data were obtained through focus groups and individual interviews with staff and students in two or more subunits as well as school-level administrative staff. Findings indicate that social capital and identity formation appear to be mutually enhancing processes. An appendix provides a description of the larger study, including schools-within-schools high schools, their subunits, and research methods. (Contains 22 references.) (DFR)

ED 443 144 EA 030 448

Sheppard, Bruce; Brown, Jean
Pulling Together or Apart: Factors Influencing a School's Ability To Learn.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Foreign Countries; *Instructional Improvement; *Learning Activities; *Nontraditional Education; Organizational Development; *Organizational Objectives; Public Schools; *Team Teaching; Teamwork
IDENTIFIERS- *Canada

This paper focuses on a case study of an alternative school for young offenders. It describes the efforts of organizational members to bring about improvement by facilitating organizational learning. The case study builds on current research related to organizational learning and team leadership in educational settings and attempts to answer the following questions: (1) What processes and factors influence organizational learning? and (2) How does a leadership approach influence organizational learning? The paper reports the findings of a 2-year case study of an alternative school that houses 30-35 students between the ages of 12-16 years. Data sources consist of interviews, surveys, document analysis, field notes, and feedback from members of a leadership team. Results point out several factors that facilitate organizational learning, the strongest of which is the existence of an organizational learning leadership (OLL) team whose primary function is to promote organizational learning. The research also demonstrates the difficulty of changing the existing culture of leadership at the school. The alternative school learned through positive factors such as the OLL team, action research, individual learning, and distributed

Together We Can: A Guide for Crafting a Profamily System of Education and Human Services. Special Report. Revised Edition .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 121p.; Written with Gelareh Asayesh. "Produced under contract #RP912060001 with PrismDAE, a division of DAE Corporation, Chevy Chase, MD, and with funds from the Office of Educational Research and Improvement, U.S. Department of Education, under contract #RP91002010." "This book was developed jointly by the U.S. Department of Education and the U.S. Department of Health and Human Services." For previous edition (1993), see ED 357 856.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *At Risk Persons; Check Lists; Child Welfare; *Children; Community Involvement; *Coordination; Elementary Secondary Education; *Family Programs; Health Services; Preschool Education; Program Development; Program Evaluation; Public Schools; School Community Relationship; Social Services
IDENTIFIERS- SouthEastern Regional Vision for Education

This manual provides a guide for improving the coordination of education, health, and human services for at-risk children and families. The guide leads readers through a five-stage process of group collaboration. The milestones in and obstacles to the process are portrayed through vignettes and case studies that describe the personal experiences of the group members. The first part, "Outlining a Vision for Change," argues that an interlocking set of integrated education and human services is an essential part of a community in which learning occurs. The second part, "Realizing the Vision: A Five-Stage Process" presents a five-stage framework to help partners collaborate and develop their own process for changing complex systems that focuses on long-term change while being flexible enough to respond to changing circumstances and conditions. The third part, "Communities Moving toward the Vision," profiles four collaboratives with initiatives to integrate and link services to schools. Appendices include two assessment checklists, a directory of key contacts and organizational resources, and a bibliography that includes sources for more specific guidance on the topics discussed in the guide. (DFR)

ED 443 165 EA 030 473

Pickrell, Thomas W.
School Board Meetings and the First Amendment.
PUB DATE- 00
NOTE- 17p.; Published bimonthly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Boards of Education; Community Action; *Court Litigation; Educational Vouchers; Elementary Secondary Education; Equal Education; *Family School Relationship; *Freedom of Speech; *Meetings; Public Schools; Religion; *School Community Relationship; School Policy; Special Classes
IDENTIFIERS- *First Amendment

This article reviews some of the First Amendment issues that

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Action; Community Cooperation; *Educational Change; Elementary Secondary Education; *Federal Aid; *Federal Programs; *Federal Regulation; Finance Reform; *Financial Support; Government Publications; Hearings; Public Schools; State Departments of Education
IDENTIFIERS- Congress 106th

The Hearing before the Committee on Education and the Workforce was held January 27, 1999. It contains opening statements by the chairman of the Committee on Education and the Workforce, Ohio Senator Voinovich, Governor Ridge of the State of Pennsylvania, and the Committees' reauthorization of the Elementary and Secondary Education Act. Appendices list opening statements of the chairman, Congressmen, Governor, and Senator. The hearing focuses on elementary and secondary education reform efforts that have been undertaken by certain states and communities. (DFR)

ED 443 186 EA 030 516

Academic Achievement for All: Increasing Flexibility and Improving Student Performance and Accountability. Hearing before the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, First Session.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; *Accountability; Educational Attainment; Educational Change; Educational Environment; Elementary Secondary Education; *Federal Aid; *Federal Programs; *Federal Regulation; Government Publications; Hearings; Public Schools; *Student Improvement
IDENTIFIERS- Congress 106th

The Hearing before the Committee on Education and the Workforce was held May 20, 1999. The hearing lists statements by educators, elected officials, and the Colorado Commissioner of Education on the Academic Achievement for All proposal, the Straight A's proposal. This proposal gives states a choice: they can either continue operating federal education programs as before, or, at their option, they can combine certain K-12 federal education funds in exchange for strict academic accountability. Straight A's does not eliminate any K-12 programs and, in many respects, is modeled after Texas' successful state accountability system where performance and results are central. Appendices list written statements by the participants. (DFR)

ED 443 187 EA 030 517

School Finance Legislation: Funding and Distribution, 1999. Research Report.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Finance Reform; *Financial Support; Government Publications; *Local Legislation; Public Schools; Resource Allocation; State Boards

ED 443 208 EC 307 900

Pruslow, John T.
A Comparison of the Costs and Educational Outcomes of Three Models of Service Delivery for Special Needs Students.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 00
NOTE- 48p.; Paper presented at the Annual Meeting of he American Educational Research Association, (New Orleans, LA, April 24-28, 2000). Research supported in part by a 1999 Scholar in Policy Analysis Award.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; *Delivery Systems; *Disabilities; Elementary Secondary Education; *Inclusive Schools; Models; Outcomes of Education; Regular and Special Education Relationship; Special Needs Students; Statistical Analysis; Tables (Data); *Teaching Models
IDENTIFIERS- *Kings Park Central School District NY; *Utility Analysis

This paper reports on a cost analysis of Kings Park (New York) Central School District's expenditures for special education services and relates that analysis to a comparison of proposed models of service delivery. The first section of the paper reviews the current status of New York State's initiative to document educational outcomes for special needs students and summarizes three recommended models of service delivery derived from research and the professional literature: (1) the full inclusion model; (2) the conservationist model; and (3) the conciliatory model. The paper's second section explains the resource cost model used to identify and calculate the Kings Park special education costs for providing instructional personnel, transportation, and facility resources during 1997-98. It also describes the utility scales developed to project the study's mathematics and language arts outcomes. The paper's third section presents the final cost analysis and utility scale results for the study's three models. The study found the lowest or most favorable utility ratio was for the conciliatory model, followed by the full inclusion model. The least favorable utility ratio was for the conservationist model. (Contains 37 references and 12 tables.) (DB)

ED 443 209 EC 307 901

Compton, Scott; Delaney-Black, Virginia; Covington, Chandice; Templin, Thomas; Ager, Joel; Martier, Susan; Sokol, Robert
Comparison of Teacher Suspicion of ADHD to Teacher, Primary Caretaker, and Blinded Ratings of ADHD Symptoms in First Grade Students.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association, (New Orleans, LA, April 24-28, 2000). Funded by the National Institute on Drug Abuse.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Control; *Attention Deficit Disorders; Behavior Rating Scales; Black Students; *Disability Identification; Grade 1; *Hyperactivity; Primary Education; Screening Tests; Symptoms (Individual Disorders); Urban

NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Community Education; *Disabilities; Educational Technology; Elementary Education; Field Tests; *Inclusive Schools; Preschool Children; Preschool Education; Program Development; Program Effectiveness; Training Methods; Young Children

This final report discusses the components and outcomes of the RIDE (Reaching Individuals with Disabilities Early) Project, a program that supports the inclusion of young children with disabilities in their school environments, homes, and communities. The core component of the RIDE Model, Students' Success and Inclusion in the Regular Education Process, is made possible by the following elements: (1) access to assistive technology; (2) training, which includes teachers, parents, children, and other professionals; (3) on-site and on-demand technical support for educators, parents, and students; and (4) a Central Lending Library of assistive devices so that school districts can try out devices before they buy devices. The model was developed during the first 3 years in 16 sites in 6 school districts. At the end of the third year, the project was approved for the final 2 years of field-testing. Field test sites were 8 schools in 3 school districts. During the 5-year period, 136 children were referred and 73 were served following assessment. Results indicate children participating in the RIDE Project demonstrated significant improvements in their assistive technology utilization. This report discusses the project's goals and objectives, conceptual framework, participants, problems encountered, evaluation findings, and future activities. (Contains 26 references.) (Author/CR)

ED 443 231 EC 307 925

Elliott, Stephen N.
Educational Assessment and Accountability for All Students: Facilitating the Meaningful Participation of Students with Disabilities in District and Statewide Assessment Programs.
PUB DATE- 00
NOTE- 114p.; Written with Jeffery P. Braden. Foreword by John T. Benson.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; Accountability; *Disabilities; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Guidelines; Inclusive Schools; Outcomes of Education; *State Programs; *Student Evaluation; *Student Participation
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Testing Accommodations (Disabilities); Wisconsin

This guide provides information about the assessment and inclusion of all students in statewide and district assessment programs. In particular, it focuses on tactics for including students with disabilities in assessment to achieve a more complete picture of student learning and educational accountability. It is designed to help Wisconsin educators become familiar with the state's academic content standards and knowledgeable of the general content of tests in the Wisconsin narrative description of each specific program. Three extensive appendices include: (1) guidance concerning how to choose appropriate assistive technology and suggestions for getting insurance to cover an assistive technology need; (2) checklists, samples, and worksheets; and (3) specific resources in Illinois. (DB)

ED 443 251 EC 307 947

Allen, Jathryn G.; Hast, Robert H.
Medicaid in Schools: Improper Payments Demand Improvements in HCFA Oversight. Report to the Chairman and Ranking Minority Member, Committee on Finance, U.S. Senate.
PUB DATE- 00
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Disabilities; Elementary Secondary Education; *Federal Aid; Federal Programs; *Federal State Relationship; *Health Services
IDENTIFIERS- *Medicaid

This report to the U.S. Senate Committee on Finance evaluates Medicaid reimbursements to schools for health services provided to children. The report addresses: (1) the extent to which school districts and states claim Medicaid reimbursement for school-based health services and administrative activities; (2) the appropriateness of methods states use to establish "bundled rates" for school-based health services and the costs of administrative activities that schools may claim as reimbursable; (3) states' retention of federal Medicaid reimbursement for services provided by schools' practice of paying contingency fees to private firms; and (4) the adequacy of the Health Care Financing Administration's (HCFA) oversight of state practices regarding school-based claims, including safeguards to ensure appropriate billing for health services and administrative activities. Conclusions included that three states (Illinois, Michigan, and New York) accounted for over 60 percent of all health services payments; that payments ranged from a high of $820 per eligible child (in Maryland) to less than 5 cents per child (in Mississippi); that bundled rate methods often fail to account for variations in service needs or document actual services provided; and that HCFA has provided weak direction and program oversight. Appendices include an HCFA letter to state medical directors and comments from HCFA on this report. (DB)

ED 443 252 EC 307 948

Hammeken, Peggy A.
Inclusion: 450 Strategies for Success. A Practical Guide for All Educators Who Teach Students with Disabilities. Revised and Updated.
PUB DATE- 00
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); Attention Deficit Disorders; Behavior Problems; Classroom Techniques; *Curriculum Development; *Disabilities; Discipline; Elementary Secondary Education; Evaluation Methods; Group Instruction;

references.) (GR)

ED 443 273 EF 005 761

Schauble, Leona, Ed.; Glaser, Robert, Ed.
Innovations in Learning: New Environments for Education.
PUB DATE- 96
NOTE- 378p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Cooperative Planning; *Educational Change; *Educational Improvement; Elementary Secondary Education; Nontraditional Education; Public Schools; Tutoring
IDENTIFIERS- *Learning Environments

This collection of 13 articles describes informal learning environments that occur outside traditional school settings; covers research-supported strategies for helping both students and teachers engage with and master concepts in school subject matter; and reviews school reform, and the current knowledge about what practices and principles are most likely to result in successful school changes. Articles and their authors are as follows: "Outside the Classroom Walls: Learning in Informal Environments" (Leona Schauble, DeAnna Banks Beane; Grace Davila Coates; Laura M. W. Martin; Peter V. Sterling); "Collaborative Planning and Community Literacy: A Window on the Logic of Learners" (Linda Flower); "Learning To Learn from Effective Tutors" (Connie Juel); "Motivation as an Emergent Issue in an After-School Program in El Barrio" (Pedro Pedraza; Jorge Ayala); "'This Question Is Just Too, Too Easy!' Students' Perspectives on Accountability in Science" (Beth Warren; Ann S. Rosebery); "Moving beyond Learning Alone and in Silence: Observations from the QUASAR Project Concerning Communications in Mathematics Classrooms" (Edward A. Silver); "Toward a Practice of 'Constructional Design'" (Mitchel Resnick); "A Classroom Environment for Learning: Guiding Students' Reconstruction of Understanding and Reasoning" (Jim Minstrell; Virginia Stimpson); "Challenging Prospective Teachers' Understandings of History: An Examination of a Historiography Seminar" (G. Williamson McDiarmid); "Schools for Thought: Overview of the Project and Lessons Learned from One of the Sites" (Mary Lamon; Teresa Secules; Anthony J. Petrosino; Rachelle Hackett; John D. Bransford; Susan R. Goldman); "Psychological Theory and the Design of Innovative Learning Environments: On Procedures, Principles, and Systems" (Ann L. Brown; Joseph C. Campione); "Accelerated Schools after Eight Years" (Henry M. Levin); and "Below the Surface of School Reform: Vision and Its Foes" (Joseph P. McDonald). References follow articles. (GR)

ED 443 274 EF 005 762

Guidelines for Movable Soccer Goal Safety.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consumer Protection; Elementary Secondary

v. Nichols memorandum of 1970 that directed school districts to help ELL students overcome language barriers and ensure that they can meaningfully participate in the districts' educational programs. These materials discuss helpful steps to follow in designing or revising such a program, and are intended as a resource for school district use, not a statement of specific legal requirements. Included with these materials are an overview, a guide to developing ELL programs, suggestions for program evaluation, a glossary of specialized terms used in ELL education, a resource list including Web sites, and a series of ELL program flow charts. (Contains 29 resources.) (KFT)

ED 443 293   FL 026 333

Crookall, David; Lopez-Nerney, Susan; Jessie, Teng Sze Mei; Mei, Wu Siew; Toh, Jacqueline E.; Ismail, Norhayati Bte Mohd; Meyer, Lisa; Jacobs, George M.
Student-Initiated, Out-of-Class Academic Collaboration among Students at a Singapore University.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Foreign Countries; Higher Education; *Interaction Process Analysis; Questionnaires; *Self Directed Groups; *Student Attitudes; *Study Habits
IDENTIFIERS- Singapore

This study investigates the behavior of university students in Singapore regarding (1) the extent and manner in which they study together outside of class and (2) their perceptions of the quality and value of out-of-class academic collaboration (OCAC). Undergraduates (n=457) from four different campuses of the National University of Singapore participated. Data were collected via a questionnaire that asked about such areas as places in which students did OCAC, frequency of OCAC, purposes of OCAC, size of OCAC groups, choice of OCAC groupmates, perceived advantages and disadvantages of OCAC, and conditions for promoting successful OCAC. Based on the theoretical literature on learning, the small amount of research on OCAC, and researchers' experiences as teachers and learners at a wide variety of institutions around the world, OCAC is viewed as valuable and should be encouraged. This study is regarded as a logical and necessary first step--the collection of descriptive data on the current state of OCAC. The survey instrument is appended. Numerous tables and charts are included. (Contains 19 references.) (Author/KFT)

ED 443 294   FL 026 334

Liao, Xiao Qing
Communicative Language Teaching Innovation in China: Difficulties and Solutions.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communicative Competence (Languages); *Curriculum Development; *Educational Innovation; *English (Second Language); Foreign Countries; Second Language Instruction; Second Language Learning; Secondary Education; Teacher Education; *Teaching Methods

indicate that total headcount enrollment at Maryland public colleges and universities in 2009 is projected to grow by 18 percent. The growth rates of full- and part-time undergraduates are projected to be sharply different at public 2- and 4-year institutions over the next 10 years. Full-time graduate and professional enrollment is projected to increase by 15 percent by 2009, while part-time enrollments will rise by 32 percent. FTE and FTDE enrollments at community colleges are expected to increase by 21 and 20 percent, respectively, above the growth rate projected last year. (SM)

ED 443 313 HE 033 067

Admission Policy Impact Study.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Admission Criteria; *College Admission; College Bound Students; College Freshmen; Dropout Rate; *Enrollment Trends; Higher Education; State Colleges; *State Standards; State Universities; Tables (Data)
IDENTIFIERS- Comprehensive Universities; *Oklahoma; *State Policy

This study reviews admissions policies at Oklahoma state colleges and universities to ensure that implementation of admission standards is consistent with the policy's intent and to document the impact of policy on student success. The report covers the period fall 1989 (the year prior to the phase-in of higher admission standards) to fall 1998. Data were drawn from the Unitized Data System, the National Center for Education Statistics, and the Oklahoma State Department of Education. Among the study findings are the following: (1) from fall 1989 to fall 1998 enrollment increased 2.9 percent at comprehensive, state, and regional universities; and (2) the decrease in freshman enrollments directly from high school parallels the decline in the number of high school graduates. However, the percentage of high school graduates enrolling directly in the state system increased from 38.5 percent in fall 1989 to 42.8 percent in fall 1998. The report concludes that the data support continuation of current admission standards; that minority freshman enrollment and dropout rates are not being negatively impacted by the higher admissions standards; and that all students desiring to pursue higher education in the state have access through three entry routes: two-year colleges, regional universities, and comprehensive universities. Eighteen data tables are included. (SM)

ED 443 314 HE 033 069

Curran, Joanne M.
Changing Attitudes toward People with Mental Retardation: Effects of Extended Contact within a Changing Social Context.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; College Students; Empowerment;

differences between women and men faculty (lower levels of human capital investment and research productivity, and over-representation in particular types of institutions and fields). Among the older faculty at each rank, the observed male-female salary advantage was only partially explained by these differences. Women full-time faculty received basic salaries that were 25 percent lower than those of men in full-time faculty positions. Experience was an important predictor of basic salary. The influence of race/ethnicity on salary varied across the cohorts, although without a pattern. (Contains 54 references.) (SM)

ED 443 332 HE 033 087

Fincher, Cameron
Tides and Trends in Higher Education.
PUB DATE- 91
NOTE- 12p.; Paper presented at the Annual Fall Conference of the Jackson State University (Mississippi, August 19, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Age Differences; *Cultural Pluralism; *Diversity (Student); *Educational Change; Educational Quality; *Educational Trends; *Futures (of Society); *Higher Education; Public Opinion; Public Support; Science and Society; Teacher Characteristics; Teacher Competencies; Values

This paper examines changes in American higher education, using the metaphor of ocean tides. The tides of change in the 1980s included public demands for assessment and accountability; fairness and credibility in advantages and benefits; improved quality of education; effectiveness and efficiency; assurance that college graduates were personally effective and outstanding participants in society; and improved quality of life. American colleges and universities continually struggled in the undertow of national tides to deal with unexpected shifts in areas such as cultural pluralism; rising costs of higher education; loss of public support for and understanding of education; and changing roles of teachers. Changes in the shorelines of higher education include the aging of the professoriate; aging physical facilities; older, part-time students; pluralistic student populations; declining basic learning skills; and diverse learning habits, motives, and values. The monograph offers the hope that national optimism and confidence in the 21st century will be restored by the flood tides of the 1990s, including the 500th anniversary of the discovery of America; continuing technological and cultural change; international cooperation within a global economy; internationalization of undergraduate curricula; and planning and preparing for the 21st century. (SM)

ED 443 333 HE 033 089

Minnesota Higher Education Facilities Authority: 1999 Annual Report.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Endowment Funds; *Expenditures; Fellowships; Grants; Higher Education; *Income; Private Colleges; Public Colleges; Research; Scholarships; State Colleges; Tables (Data); Tuition; Two Year Colleges
IDENTIFIERS- State University of New York Albany

This set of fiscal reports contains: (1) "Summary of Current Funds, Revenues by Source in Institutions of Higher Education, New York State, Fiscal Year Ending 1995"; (2) "Summary of Current Funds, Expenditures and Mandatory Transfers by Function in Institutions of Higher Education, New York State, Fiscal Year Ending 1995"; (3) "Current Funds Revenues by Source in Institutions of Higher Education by Institutional Classification, New York State, Fiscal Year Ending 1995"; and (4) "Current Funds Expenditures and Mandatory Transfers by Function in Institutions of Higher Education by Institutional Classification, New York State, Fiscal Year Ending 1995." (SM)

ED 443 352 HE 033 109

Lucey, Richard, Jr.; Marel, Rozanne; Smith, R. B.; Frank, Blanche; Schmeidler, James
Alcohol and Other Drug Use among College Students in New York State: Findings From a Statewide College Survey (1996).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 69p.; Prepared by OASAS' Bureau of Applied Studies and Bureau of Prevention and Intervention Policy and Resource Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; *College Students; *Drug Abuse; Higher Education; Illegal Drug Use; Marijuana; School Policy; Student Attitudes; *Student Behavior; Student Characteristics; *Substance Abuse; Tables (Data); Tobacco
IDENTIFIERS- *Binge Drinking; *New York; Risk Taking Behavior

This survey examined alcohol and other drug use among full- and part-time undergraduate students from 18 colleges in New York State. Students (n=4,646) completed questionnaires on demographics; working and living arrangements; academics; perceptions of campus substance abuse policies; drinking behavior and substance abuse patterns; and consequences of use. The study found that alcohol, tobacco, and marijuana were the primary substances used; 81 percent of students reported using alcohol, 46 percent used tobacco, and 34 percent used marijuana. Sections of the report discuss subgroups in the college population that show the highest rates of use (by student characteristic, by region of college location); the widespread practice of binge drinking; measures of all substance use (excluding tobacco); behavioral consequences of alcohol and other drug use (public misconduct, serious personal problems); students' perceptions of substance use (self-reported substance use, how often other students used various substances); perceptions of close friends' views about alcohol or other drug use; and students' perceptions of risk to themselves. In comparing the findings of this study with a 1979 study, dramatic declines were noted in alcohol, marijuana, and

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Rank (Professional); College Faculty; Faculty College Relationship; *Faculty Development; *Faculty Evaluation; Higher Education; Promotion (Occupational); *Teacher Evaluation; Teacher Promotion; *Tenure; *Tenured Faculty
IDENTIFIERS- *Post Tenure Review

This book examines the debate around posttenure review and suggests a model for faculty development that combines posttenure review with faculty assessment and development. The book addresses issues such as: what is faculty development; types of posttenure faculty development programs; designing development strategies; and what are the implications of choosing to develop faculty. Section titles include: (1) "Why Is Development of Tenured Faculty a Concern?" (posttenure review, need for posttenure faculty development); (2) "How Has Higher Education Responded to This Concern?" (history/roots of faculty development, models of faculty development, faculty development and posttenure review); (3) "Posttenure Faculty Development in Action" (optional posttenure programs, required posttenure faculty development, jointly sponsored programs); (4) "Designing Development Programs for Tenured Faculty" (recommendations and tools, assessment of development programs, nondeveloping tenured faculty). A concluding section suggests that posttenure faculty development should not be linked directly with the formal posttenure review process; instead, it suggests a comprehensive system of optional development opportunities, with annual development plans that combine merit pay and strong administrative leadership to ensure that improvement activities reach all tenured faculty. Appendixes include a resource section, example of a program at the University of Nebraska-Lincoln, and sample guidelines for a faculty development plan. (Contains approximately 180 references.) (CH)

ED 443 371 HE 033 136

Van Dusen, Gerald C.
Digital Dilemma: Issues of Access, Cost, and Quality in Media-Enhanced and Distance Education. ASHE-ERIC Higher Education Report, Volume 27, Number 5. Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 150p.; Published eight times per year.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Computer Mediated Communication; *Computer Uses in Education; *Disadvantaged Schools; *Distance Education; *Education Work Relationship; Educational Needs; Educational Opportunities; Educational Policy; Educationally Disadvantaged; *Equal Education; Government School Relationship; Higher Education; Illiteracy; Internet; Open Universities; Politics of Education; Science and Society; Technical Education; Technological Advancement; Technology; Technology Transfer; Telecourses
IDENTIFIERS- *Access to Computers; *Intranets

This book examines the promise and some of the perils of the new digital age in higher education. It addresses how cost and affordability impact on universal access, noting that current virtual and distance education options will result in a digital

Wallace, Jane Bruner
The Effects of Color-Coding on Keyboarding Instruction of Third Grade Students.
PUB DATE- 00
NOTE- 36p.; Master of Arts in Educational Technology and Bible, Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Color; Comparative Analysis; Computer Software; Grade 3; Instructional Effectiveness; Primary Education; Skill Development; *Typewriting; Visual Stimuli

Two third grade classes in a private school in North Carolina were given keyboarding instruction using Sunburst's "Type To Learn." So that the effects of color-coding could be examined, one class was given standard keyboards to use (control group), while the other was given keyboards that were color-coded according to proper finger placement (treatment group). Neither class had any previous keyboarding instruction. Before the study, students in both classes typed a paragraph using "Typing Tutor IV." This software measured their speed and accuracy; the mean speed and mean accuracy scores of each were used to determine comparability. During the study, students met twice a week for a 30-minute class. Scores were averaged so that a mean score for speed and a mean score for accuracy from each class could be compared using two tail t tests. Results indicated that implementing keyboarding instruction that uses color-coded keyboards with these students did not appear to improve either keyboarding skills or accuracy. (Contains 34 references.) (Author/AEF)

ED 443 390   IR 020 099

Hanna, Michael S.
At Last! Individualized Instruction Is Finally Possible through Online Interactive Multimedia.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Southern States Communication Association Conference (New Orleans, LA, April 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Computer Uses in Education; Conventional Instruction; *Distance Education; Higher Education; Instructional Effectiveness; Internet; Learner Controlled Instruction; Nontraditional Education; Teaching Methods

The purpose of this paper is to advance the argument that universities should move toward using distance education as rapidly and as fully as possible. The paper discusses three reasons to support the proposition: (1) Technological advances have brought us to a point that most of the university curriculum can be individualized and delivered via the Internet both easily and effectively. Bandwidth problems have been largely eliminated. Within the next two or three years the available bandwidth will be sufficient for full motion video at 30 frames per second, coupled with streaming sound. This will provide full multimedia potential; (2) Distance education is, in the long term, a more effective and efficient delivery system for colleges and universities than the traditional face-to-face models that are most commonly used. Development can be costly, but once the preparations are made, the same unit of university students, and 10 students were interviewed after their Web pages were analyzed. Findings of the study are summarized in reference to the three central research questions that guided the investigation. (AEF)

ED 443 410 IR 020 324

Davidson-Shivers, Gayle; Tanner, Erica; Mullenburg, Lin
Online Discussion: How Do Students Participate?
PUB DATE- 00
NOTE- 8p.; Presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Computer Mediated Communication; *Discussion; Distance Education; Graduate Students; Group Discussion; Higher Education; Listservs; Online Systems; *Student Attitudes; Student Participation; *World Wide Web

The purpose of this study was to examine how graduate students participated in Web-based course discussions by analyzing the interactions that occurred between synchronous (chat) and asynchronous (listserv) modes of discussions using a coding scheme developed by the researchers. The study examined whether participation was substantive (directly related to the topic) and/or non-substantive (messages no directly related to content) in both types of discussions. In addition, students were surveyed about their computer and Internet experience and skills, as well as their attitudes toward the course content, its organization, and delivery. Findings indicated that the students enjoyed both forms of discussion, for different reasons. The chats provided a direct and interactive environment in which students reacted and responded to the topic at hand, had general discussions, and made supportive comments to one another. The listserv discussions provided an opportunity for students to give reflective, thoughtful responses to posed questions, and to provide insightful reaction to others' opinions and ideas. (Contains 14 references.) (AEF)

ED 443 411 IR 020 325

Horton, Julie; Arquette, Cecile
The Role of Television Programming on Secondary Students' Self Identity.
PUB DATE- 00
NOTE- 22p.; With Maria Hamlin. Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; Females; *High School Students; High Schools; *Males; *Mass Media Role; Programming (Broadcast); Role Perception; *Sex Bias; Sex Stereotypes; *Television Viewing

This study examined the viewing preferences of high school students, with a focus on high school age males. The purpose of the study was to explore the media's perpetuation of stereotypes, and how these representations influence the

In 1998, recreation, leisure, and personal enrichment education and training programs continued to play an important role in the total education and training undertaken in Australia. Depending on the state or territory, programs were delivered by community providers, technical and further education (TAFE) and other government providers, private providers, and schools and higher education providers. A reported 360,000 students undertook personal enrichment programs, an apparent decline of 5.7 percent from 1997; 7.8 percent of them also participated in vocational education programs. More than 70 percent of the personal enrichment students were enrolled with registered community providers; the remainder participated in courses provided by TAFE and other government training institutions. About 75 percent of personal enrichment program participants were female. The age distribution of participants was flat and broad; the median age was 39 years, almost 5 years more than the median age of the Australian resident population. Personal enrichment programs accounted for 8.2 million annual hours of training, an average of 23 hours per student. The majority of training activity was funded on a fee-for-service basis with the remainder subsidized by governments. (Thirteen tables and 10 figures are provided. Technical and explanatory notes are appended.) (YLB)

ED 442 932 CE 080 316

Australian Apprentice & Trainee Statistics. Skills Supply to the Trade Industries, 1995-1999.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Apprenticeships; Building Trades; *Construction Industry; Developed Nations; *Educational Trends; *Electrical Occupations; Foreign Countries; *Hospitality Occupations; Job Training; *Manufacturing Industry; Postsecondary Education; Retailing; Secondary Education; *Trade and Industrial Education; Trainees; Vocational Education
IDENTIFIERS- *Australia

This report provides information on trends over the years 1995-98 in the realm of contracts of training in vocational education and training (VET) in Australia's trade industries. Section 1 introduces the report. Section 2 provides a general overview of trends in apprentice and trainee numbers over the period for the major trade occupation categories in terms of the number of commencements, the number in training, and the number of completions. Initial estimates for 1999 are also provided. This information is preceded by analyses of participation, employment trends, and general economic commentary. Sections 3-8 provide more detailed industry-by-industry analysis, focusing on trends in commencements, completions, and numbers in training from 1995-98 in apprenticeships and traineeships in these areas: electrical industry; building and construction industry; automotive manufacturing/retailing industries; manufacturing industry; hospitality; and retailing. Seven figures and 21 tables are included. (YLB)

ED 442 933 CE 080 317

Australian Vocational Education and Training Statistics, 1999. National Report. Survey of Employer Views on Vocational

Qualifications and Modern Apprenticeships opened up the potential of accreditation to more people. Expansion of further education has taken place in the 1990s, but the education system faces economic constraints and the future is uncertain. (KC)

ED 442 950   CE 080 339

Gorard, Stephen; Fevre, Ralph; Rees, Gareth; Furlong, John; Renold, Emma
Home and Away: The Decline of Informal Learning in South Wales, 1900-1997. Patterns of Participation in Adult Education and Training. Working Paper 13.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 98
NOTE- 30p.; For other Working Papers, see CE 080 328-341 and CE 080 402.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Adult Learning; *Continuing Education; Educational Background; *Educational Mobility; *Educational Opportunities; Family Influence; *Informal Education; *Lifelong Learning; On the Job Training; Outcomes of Education; Parent Influence; Social Mobility; Sociocultural Patterns; Socioeconomic Influences; Student Motivation; Vocational Education
IDENTIFIERS- Learning Patterns; *Wales (South)

This study is part of a regional study in industrial South Wales on the determinants of participation and non-participation in post-compulsory education and training, with special reference to processes of change in the patterns of these determinants over time and to variations between geographical areas. The study combines contextual analysis of secondary data about education and training providers with a regional study of several generations of families in South Wales (a door-to-door survey of 1,104 representative householders), semi-structured interviews, and taped oral histories conducted in 1996-97. This study begins by questioning the narrow definition of learning used in much present writing concerning lifelong learning, which tends to focus on the purported economic and societal benefits of prolonging and widening participation in formal education and training programs. In contrast, much valuable learning already goes on, and has always gone on, outside formal programs of instruction, both at work and at leisure. The study concludes that if such informal learning continues to be ignored by proponents of a learning society, as it has been by the authors of the recent green papers, for example, then the result will be an unnecessary exclusiveness in definitions of a learning society and an unjustifiable reliance on certification. (Contains 24 references.) (KC)

ED 442 951   CE 080 340

Gorard, Stephen; Rees, Gareth; Fevre, Ralph
Two Dimensions of Time: The Changing Social Context of Lifelong Learning. Patterns of Participation in Adult Education and Training. Working Paper 14.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 98
NOTE- 22p.; For other Working Papers, see CE 080 328-341 and CE 080 402.

Approach; Interpersonal Competence; Language Arts; Learning Activities; Learning Modules; *Mathematics Instruction; *Middle Schools; *Preservice Teacher Education; Problem Solving; Science Instruction; Sex Fairness; Social Studies; Student Evaluation; *Teaching Methods; Team Teaching

Six instructional modules for middle childhood subject area methods courses are designed to target students in preservice middle childhood general education programs. The modules have been developed for each of the content area methods courses to ensure all preservice teachers have ample exposure to the school-to-work (STW) philosophy and opportunities to practice the relevant skills they will want to develop in their students. Each of the six modules highlights different components of STW curriculum and emphasizes different approaches to the inclusion of students with special needs. Each module is organized into these five sections: rationale, goals and objectives, in-class activities, workplace connection, and evaluation. The modules are Middle Childhood Math Methods: ASTW Instructional Module Emphasizing Gender Equity (Ann Dinkheller, Debora Kuchey); Middle Childhood Science Methods: ASTW Instructional Module Emphasizing Teaming (Cindy H. Geer); Middle Childhood Language Arts Methods: ASTW Instructional Module Emphasizing Communication (Mary Ann McConnell); Middle Childhood Social Studies Methods: ASTW Instructional Module Emphasizing Diversity (Ginger Kelley McKenzie, Winston Vaughn); Middle Childhood Content Area Literacy: ASTW Instructional Module Emphasizing Interdisciplinary Studies (Leslie Prosak-Beres); and Middle Childhood Arts Integration: ASTW Instructional Module Emphasizing Problem-Based Learning (Mary Lisa Vertuca). Power Point presentations that can be used with the modules are attached. (YLB)

ED 442 968 CE 080 382

Kelley, Jennifer; Specter, Joanna; Young, Jamaal
Route to Success: A Leader School's Youth Consultant Program. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consultants; *Consultation Programs; *Demonstration Programs; Guidelines; High Schools; Integrated Curriculum; Models; Program Development; Records (Forms); School Community Relationship; *Service Learning; Teamwork; *Youth Programs
IDENTIFIERS- *Richland County School District 2 SC

This booklet explains how high schools can replicate the service learning youth consultant program that was originally formed at Spring Valley High School (SVHS) in Columbia, South Carolina, in 1996 to assume governance of SVHS's service learning program, which is called VikingServe. The booklet begins with an overview of VikingServe and a listing of the many roles and activities performed by youth consultants at SVHS, including the following five: helping to plan, implement, and evaluate service learning activities and programs; advocating meaningful student involvement in service learning; consulting with teachers, community members, and other youth; making site visits and attending meetings to represent the student placement or $11,981 per retained job). (Contains 14 tables/figures.) (MN)

ED 442 986 CE 080 423

Competency Based Training. NCVER Research Forum (Adelaide, Australia, November 10, 1999).
PUB DATE- 99
NOTE- 38p.; Photographs of presenters may not photocopy well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Competency Based Education; Developed Nations; *Educational Change; Educational Research; Foreign Countries; *Job Training; Needs Assessment; *Outcomes of Education; *Performance Based Assessment; Prior Learning; *Staff Development; Teacher Responsibility; Teacher Role; Vocational Education
IDENTIFIERS- *Australia

This publication reports on a forum on competency based training (CBT) research in Australia. Section 1 contains biographies of presenters and panel members. Section 2 presents an overview of the research and highlights key findings. Summaries follow of each of the five key projects. "The CBT Decade: Teaching for Flexibility and Adaptability" (Stephen Billett) examines the impact of CBT in the VET (vocational education and training) sector. "The Workplace Perspective" (Dianne Mulcahy) evaluates the extent to which CBT meets stakeholders' requirements. "The Staff Development Perspective" (Tom Lowrie) examines CBT's impact on the role and responsibilities of instructors across the VET sector. "Making a Difference? How CBT Has Changed Teaching and Learning" (Erica Smith) explores the impact of CBT and recognition of prior learning on teaching and learning in VET. "Assessing in a CBT Format" (Andrea Bateman) addresses the validity and reliability of two forms of assessment and examines their relationship to competency-based assessment (CBA) in VET. "Not Just Falling over the Line? A Snapshot of CBA" (Barbara Bloch) examines how well CBA is meeting the needs, preferences, and expectations of stakeholders in the assessment process. Each summary has these components: background, key findings, implications for teachers and trainers, implications for policy and provision, and three key issues. Section 3 is an annotated listing of 15 other research projects and reports on CBT. (YLB)

ED 442 987 CE 080 424

Returns to Companies on an Investment in Training.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; Developed Nations; Educational Research; Foreign Countries; *Inplant Programs; Input Output Analysis; Investment; *Job Training; Resource Allocation; *Staff Development
IDENTIFIERS- *Australia; *Return on Investment

This paper provides a summary of four projects currently funded through Australia's National Center for Vocational Education Research (NCVER), including what they propose to achieve and their preliminary findings to date. After an introduction, an overview of preliminary findings from the four projects is

NOTE- 165p.; This report was designed and prepared by the Department of International Relations, Hungarian Prison Administration, Budapest. Published by the Central and East European Information and Documentation Centre, Budapest, as part of the series "Reports on Conferences," with the assistance of the European Prison Education Association. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Developed Nations; Foreign Countries; Postsecondary Education; *Prisoners; Program Development; Program Improvement; Theory Practice Relationship
IDENTIFIERS- *Europe (Central); *Europe (East); United States

This document contains 16 papers on practices in correctional education in Central and Eastern Europe, presented at a conference in Hungary in 1997. The papers center around these four topics: (1) Prison System and Humanization; (2) New Challenges in Prison Life and Prison Education; (3) Nothing Works? Something Works; and (4) Beyond 2000. The following 5 keynote addresses, followed by 11 papers are included: "Prison System and Humanisation" (Ferenc Tari); "New Challenges in Prison Education" (Robert Suvaal); "Effective Correctional Programming" (Friedrich Losel); "Nothing Works? Something Works!" (Andras Csoti); and "Beyond 2000: Perspectives, New Horizons" (William Rentzmann); "Prisoners Are People: Maintaining Social Identities in Prisons" (Anita Wilson); "What's on Demand in Remand?" (Niek Willems); "Prison Education in an Overcrowded Prison" (Steve Gravett); "Liberty through Literacy" (Linda L. LaBoy, Mary-Ann K. Salvatore); "Norwegian Activities in the Baltic States: The Nord-Balt Prison Project" (Asbjorn Langas); "Back to Society: Charting, Evaluating, and Suggesting Measures To Improve Follow-Up Training for Prison Inmates" (Torfinn Langelid); "The Impact of Education on Post Release Success: Research in Progress in Ohio, Maryland, and Minnesota" (Stephen Steurer, David Jenkins); "Classification System in a Hungarian Juvenile Prison" (Attila Hevenyi); and "Education and the Arts in Prison" (Anne Peaker); "Beyond 2000: Perspectives, New Horizons" (Joseph Giordmaina, Anthony Vella); and "Clay and Welfare: Towards Empowering the Offenders" (Markku Salo). Nine appendixes contain conference programs and events, abstracts of papers, general information, information about the European Prison Education Association, a Council of Europe Recommendation on Education in Prison, lists of participants and liaisons, and a photo collage from the conference. (KC)

ED 443 004 CE 080 453

Brownlow, Sheila; Cicuto, Carrie R.; White, Jon S.; Lomax, Chevella D.; MacKinnon, Robert D.
Sorry...You Aren't Qualified: Students' Perceptions of Job Candidates as a Function of Name Race.
PUB DATE- 98
NOTE- 12p.; Poster presented at the Annual Meeting of the Southeastern Psychological Association (44th, Mobile, AL, March 26-29, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Black Stereotypes; *Employer Attitudes;

Colleges; Vocational Education; Waste Disposal
IDENTIFIERS- *Florists; *Illinois

This document, which is intended to serve as a guide for workforce preparation program providers, details the Illinois Occupational Skill Standards for occupational education in the floristry cluster. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 27 tasks typically performed by individuals employed in floristry occupations. Each skill standard statement contains the following components: (1) a job summary; (2) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (3) performance elements and assessment criteria; and (4) a recommended assessment and credentialing approach. The following are among the tasks for which skill standards are provided: handling customer requests; dealing with visitors and vendors; merchandising products and services; preparing designs and plants for delivery; and planning a store design and caring for plant materials. Appended are the following: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Agriculture and Natural Resources Subcouncil, and Floristry Standards Development Committee members; Agriculture and Natural Resources Subcouncil Floristry Cluster Recognition Proposal; and a list of workplace skills. (MN)

ED 443 021   CE 080 479

Illinois Occupational Skill Standards: Foodservice Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 97
NOTE- 91p.; For other Illinois Occupational Skill Standards, see CE 080 474-492.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Adult Education; Competency Based Education; Cooks; Education Work Relationship; Educational Assessment; Employment Qualifications; *Food; *Food Service; Foods Instruction; Job Analysis; *Job Skills; Occupational Clusters; Occupational Home Economics; *Performance Based Assessment; Postsecondary Education; Secondary Education; *State Standards; Statewide Planning; Student Certification; *Student Evaluation
IDENTIFIERS- *Illinois

This document of skill standards for the food service cluster serves as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These 41 occupational skill standards describe what people should know and be able to do in an occupational setting. Each skill standard contains at least these three areas: performance area (summary of work to be performed); skill standard with conditions of performance, work to be performed, and performance criteria; and performance elements and assessment criteria. These sections may also be included: performance area and assessment and credentialing approach. Introductory materials include the developmental process; assumptions for food service management standards; table of services to adolescent clients with substance use disorders. This publication represents advances in the understanding of the immediate and long-term physiologic, behavioral, and social consequences of use, abuse, and dependency. Adolescent substance users differ from adults in many ways, and this TIP explains how knowledge about these differences will help treatment providers grasp why adolescents use substances and how substance use may become an integral part of their identity. A discussion on program design, policies and procedures, and evaluation, as part of program development for treatment, is provided. Other treatment approaches such as therapeutic communities and 12-Step-Based Programs are detailed. It includes a discussion on contemporary family therapy as another effective form of treatment. Youth with distinctive treatment needs are considered in detail, including those in the juvenile justice system; homeless youth; those with nonheterosexual identity; and those with coexisting physical, behavioral, and psychiatric disorders. It concludes with a discussion of the legal and ethical issues of providing treatment to adolescents. The following appendixes are included: "Bibliography," "Medical Management of Drug Intoxication and Withdrawal," and "Field Reviewers." (Contains 11 figures and 173 references.) (JDM)

ED 443 039   CG 030 099

Screening and Assessing Adolescents for Substance Use Disorders. Treatment Improvement Protocol (TIP) Series 31.
PUB DATE- 99
NOTE- 160p.; For other documents in the TIP Series, see CG 030 099-103 and CG 030 130-134.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; Counselor Training; Early Identification; Emotional Adjustment; *Evaluation; Family Counseling; Family Role; High Risk Students; Intervention; *Screening Tests; *Substance Abuse; Youth Problems

This TIP is designed to teach juvenile justice, health services, education, and substance abuse treatment personnel about how to identify, screen, and assess people 11-to-21 years old who may be experiencing substance-related problems. It details warning signs of substance use disorders, when to screen, when to assess, what domains besides substance use to assess, and how to involve the family. Screening and assessment instruments for use with adolescents should be guided by these factors: (1) the reliability and validity of the tool; (2) its appropriateness to an adolescent population; (3) the type of settings in which the instrument was developed; and (4) the intended purpose of the instrument. Legal issues of screening and assessing adolescents, including confidentiality, duty to warn, and how to communicate with other agencies, are also considered. Many adolescents entering the juvenile justice system have experienced physical or sexual abuse, have psychological and emotional problems, perform poorly in school, and/or experience family or gang violence on a regular basis. Because of the complexity of their situations, their treatment calls for a more holistic approach. A chapter is included that covers screening and assessment for these youth. The volume contains four appendixes: "Bibliography," "Instrument Summaries," "Drug standards. Survey results indicate that cigarette smoking and use of cocaine and tranquillizers are increasing among Nevada students at all grade levels, but that the use of alcohol and other illicit drugs, including marijuana, appears to be leveling off. Even more encouraging is evidence that violence-related behaviors such as fighting and race-related threats and attacks are showing significant declines. Approximately four out of five Nevada students feel safe and secure at school all or most of the time, yet only two in five feel safe all of the time. High school students are more likely to report feeling always safe than middle school students. Indications of risk for substance use and resiliency are discussed at each of the grade levels. Contains Appendix A, "1998 Student Survey Results," and Appendix B, "Trends in Substance Use among Nevada Students." (Contains 17 tables and 2 figures.) (MKA)

ED 443 059 CG 030 136

Nevada School-Based Substance Abuse and Violence Prevention Programs: An Examination of Effectiveness, 1997-98.
PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Schools; Elementary Secondary Education; *Prevention; Program Evaluation; *Public Schools; Secondary Schools; *Substance Abuse; Violence
IDENTIFIERS- Nevada

This report evaluates the effectiveness of school substance abuse programs in Nevada. It focuses on the extent to which Nevada school districts implement research-based effective substance abuse prevention programs and practices. This report also determines whether Nevada public schools are consistent with new federal initiatives that direct school districts to implement research-based programs in substance abuse and violence prevention. Results show that funding is inadequate in most school districts for implementing the type of prevention programs that schools need. Nevada school districts use a wide variety of commercial, locally developed, and general models of substance abuse and violence prevention programs. They also use five primary substance abuse and violence prevention programs. The effectiveness of these programs is mixed. Six other substance abuse programs are frequently used; their effectiveness has not been completely determined, but the potential is positive. Most school districts conducted fairly comprehensive needs assessment; however, most did not conduct systemic evaluations of their substance abuse and violence prevention programs. The overall conclusion of this study is that Nevada school districts are similar to other school districts across the nation. While Nevada school districts implement some effective research-based programs and practices, most programs currently in place have not been evaluated properly. Includes three appendixes: "Effective Programs in Substance Abuse Prevention," "Substance Abuse and Violence Prevention Survey Instrument," and "Substance Abuse and Violence Prevention Programs in Nevada." (Contains 11 tables.) (MKA)

ED 443 060 CG 030 137

Soule, Penelope P.; Sharp, Joyce
Nevada Youth Risk Behavior Survey Report 1999.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health

This book presents strategies for helping struggling readers, from those who simply need extra assistance to those needing more intensive help. The book is useful for classroom teachers and reading teachers as well as undergraduate and graduate students, and it offers a quick reference guide and full page resource materials ready for photocopying. New in this second edition are suggestions for using writing to strengthen reading. Chapters are: (1) Encouraging a Love of Reading; (2) Fostering Emergent Literacy and Beginning Reading; (3) Developing Fluency and Successful Oral Reading Behaviors; (4) Identifying and Understanding Words; (5) Promoting Comprehension; (6) Developing Strategic Readers; (7) Strengthening Reading through Writing; (8) Fostering Study and Test-Taking Strategies; and (9) Strengthening the Home-School Partnership. (Contains approximately 200 references. Three appendixes contain an overview, activities, and lists of books without words, alphabet books, and pattern books.) (EF)

ED 443 079   CS 014 013

Soe, Kyaw; Koki, Stan; Chang, Juvenna M.
Effect of Computer-Assisted Instruction (CAI) on Reading Achievement: A Meta-Analysis.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Elementary Secondary Education; Literature Reviews; Meta Analysis; *Reading Achievement; *Reading Instruction; Reading Research
IDENTIFIERS- Research Results

Whether computer-assisted instruction (CAI) can improve reading achievement of students has been a crucial question addressed by studies in the past. This meta-analysis reviewed 17 research studies based on K-12 students and revealed that CAI does have a positive effect on reading achievement. Although the effects of CAI in the 17 studies were not homogeneous, there seems to be no particular study characteristic that might have caused the heterogeneity. Findings suggest computer applications to teach reading hold great promise as instructional tools. (Contains 8 tables of data, 4 figures, and 21 references. Attached is a list of the 17 studies reviewed.) (Author/NKA)

ED 443 080   CS 014 014

Simmons, Deborah C.; Kame'enui, Edward J.; Good, Roland H., III; Harn, Beth A.; Cole, Carl; Braun, Drew
Building, Implementing, & Sustaining a Beginning Reading Model: School by School and Lessons Learned.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Early Intervention; *Literacy; *Models; Primary Education; Reading Improvement; *Reading

Burlew, Whitney; Gordon, Tracy; Holst, Charla; Smith, Cathy; Ward, Judi; Wheeler, Karen
A Study of Reading Motivation Techniques with Primary Elementary School Students.
PUB DATE- 00
NOTE- 67p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Primary Education; *Reading Attitudes; *Reading Instruction; *Reading Motivation; Reading Research; *Recreational Reading

This report describes strategies for increasing levels of interest in reading for enjoyment. The targeted population consisted of first, second, and third grade students in three elementary school districts. The schools were located in middle class and affluent suburban communities of a large city in the Midwest. The problem of lack of interest in reading for enjoyment was documented with student surveys, teacher observations, and reading inventories. Review of the research indicated that students' negative attitudes and poor self-esteem contributed to lack of motivation. Weak reading skills and inadequate practice also inhibited students' desire to read. These probable causes were also present at the targeted sites. A review of the solution techniques suggested by other researchers, combined with an analysis of the problem setting, resulted in instruction that modeled reading and promoted its value and enjoyment. The program provided time and materials for students to focus on reading and share with one another. Post intervention data indicated that the students' level of interest to read increased. More research is necessary to determine whether the interventions are effective for students in grades four and above. (Contains 43 references, and 6 tables and 6 figures of data. Appendixes contain a student reading survey, a teacher observation sheet, a home reading log, and the parent information letter.) (Author/RS)

ED 443 103 CS 014 059

Flynn, Anne; Govis, Alex
Improving Phonemic Awareness through Direct Instruction.
PUB DATE- 00
NOTE- 55p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Instructional Effectiveness; Kindergarten; Kindergarten Children; Primary Education; *Reading Improvement; Reading Research; *Reading Skills; *Spelling
IDENTIFIERS- *Direct Instruction; *Phonemic Awareness

This report describes a program for improving phonemic awareness skills in kindergarten students. The targeted population consisted of kindergarten students in two elementary schools. The schools are located in the northern suburbs outside a large Midwestern city. The problem of poor phonemic awareness skills was documented with a parent survey, a phonemic awareness spelling test, and teacher checklists. Analysis of probable cause indicated that there were poor phonemic awareness skills among kindergarten students. This negatively affected student's ability to learn to read and spell. Review of the research experiences, explaining that, in addition to designing collaborative projects for undergraduates, teaching assistants in the writing program have been collaborating with each other as mentors, teachers, and researchers. The paper characterizes the composition classroom as less and less a place of solitary struggle and increasingly a polyvocal site of social action, cooperation, and community. It finds that a feminist approach affirms the importance of studying gender and identity and of studying and critiquing patriarchy as a necessary part of education. (Contains 18 notes.) (NKA)

ED 443 124   CS 217 188

Thomas, Lee
The Imperative of Language Education in Composition Classrooms.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *English; Higher Education; Language Research; *Language Role; *Language Usage; Second Language Learning; Student Needs; *Writing Instruction
IDENTIFIERS- *Language of Wider Communication

One story that needs to be told in composition classes K-16 is the story of language--the "composition" class or the English class might be the only setting for most students to learn the broader picture of how language is used throughout the world in real life. To become proficient writers/speakers, students must comprehend the complex ways language is used in society: dialects, registers, global varieties of major languages, attitudes about language use, and both first language and second or multiple language acquisition. In the United States (U.S.), schools have maintained myths about language, despite strong position statements over the past 40 years acknowledging the country's linguistic diversity by most major professional language organizations. Myths perpetuate the ideas that: there is a "best" language, a "right" grammar; "language does not change"; and the U.S. is a monolingual English-speaking nation. This last myth often leads to ideas about languages other than English, especially the idea that all students should abandon other languages and non-standard dialects as they walk through the school door. Yet second language acquisition research has soundly demonstrated that if an instructional goal is reading/writing in English, nonnative speakers of English will achieve this most effectively through learning to read and write in their home language which will then transfer to English. What needs to be told is that being bilingual and/or bidialectal is an attribute, not something of which to be ashamed. One educator discusses in class what language is and is not and then explores not only English use in the US but the implications of English as a World Language or a Language of Wider Communication. (Contains 15 references.) (NKA)

ED 443 125   CS 217 190

Woods, Claire; Homer, David
Artisans Who Create and Challenge.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Conference of the

leadership. (Contains 38 references.) (DFR)

ED 443 145 EA 030 449

Comprehensive School Reform Demonstration Program: Raising Student Achievement through Research-Based Reforms That Strengthen the Entire School.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Technology; Elementary Secondary Education; Government Publications; *Parent School Relationship; Public Schools; Research Projects; Research Utilization; *School Restructuring; *Student Improvement; Teacher Improvement; *Teaching Models
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; *Elementary Secondary Education Act Title I; New American Schools

Comprehensive school reform focuses on making coherent schoolwide improvements that affect virtually all aspects of a school's operation, rather than using a piecemeal, fragmented approach to reform. The Comprehensive School Reform Demonstration (CSRD) program aims to raise student achievement by helping public schools across the country implement successful, comprehensive school reforms. The CSRD legislation promotes the use of reliable research and effective practices and emphasizes basic academics and parental involvement. The program provides startup funding to help finance the initial implementation of comprehensive reforms. The program is intended to demonstrate how Title I schoolwide and other funds can be used effectively to support a rigorous, research-based approach to school improvement, even if a school is not receiving CSRD funding. The document offers advice about launching a comprehensive reform effort, key steps for getting started, and nine key components of a comprehensive school reform program. It cites comprehensive reform attempted in the Memphis City Schools, which has been working to implement comprehensive school reform since 1995 through a partnership with New American Schools. (DFR)

ED 443 146 EA 030 451

Capper, Colleen A.; Frattura, Elise; Keyes, Maureen W.
Meeting the Needs of Students of All Abilities: How Leaders Go beyond Inclusion.
PUB DATE- 00
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Curriculum Development; Educational Change; Educational Environment; Educational Finance; *Educational Strategies; Elementary Secondary Education; *Inclusive Schools; Principals; Public Schools; School Administration; Student Behavior; Teamwork

This handbook provides step-by-step strategies for administrators, teachers, policymakers, and parents who want to change from providing costly special learning programs for a school boards and their legal counsel often encounter during a school board meeting. The discussion necessarily begins with a brief review of the public forum doctrine, under which is included the traditional public forum, the designated public forum, and the nonpublic forum. The article discusses the school board meeting as a public forum. In a designated public forum, school boards must be wary of three types of content-based exclusions: criticism of school officials, selection of subjects, and selection of speakers. The article also lists time, place, and manner restrictions. The presiding officer and members of a school board should understand that, if the public is invited to comment upon an agenda item or any matter within the school district's jurisdiction, a public forum is created. In a public forum, the school board can request patrons to use alternative channels to criticize school employees, but a prohibition on such comments is invalid. Rules that exclude narrow categories of speakers or subjects are also suspect and should be avoided. The issue also includes case notes concerning free speech, religion, special education, employment rights, Equal Access Act, and vouchers. Supreme Court decisions are reviewed as well. (DFR)

ED 443 166   EA 030 474

Current School and District Accreditation Procedures in the McREL Region: A Potential Support of Curriculum Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; *Accreditation (Institutions); *Curriculum Evaluation; Decision Making; *Educational Assessment; Educational Change; Elementary Secondary Education; Public Schools; *School Effectiveness; *Standards
IDENTIFIERS- Mid Continent Regional Educational Laboratory

This report provides a cross-state analysis of accreditation procedures and standards of the seven states in the Mid-Continent Regional Educational Laboratory region (Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming), with the intention of fostering dialogue among the states as they develop new policies and standards. This report has two main sections: a description of current and future accreditation policies in the states and region, and a presentation of domains and subdomains covered by each state's accreditation standards. A description of the accreditation procedures of the North Central Association, which are recognized as a valid substitute for state policies in many other states, appears in Appendix A. Standards are generally categorized as three types in this document: (1) input or resource standards refer to an enumeration of required items; (2) process standards are written as policies or require written policies; and (3) outcome standards require either that aggregated assessment results be reported, or that assessment results be used in the school-planning process. For example, most states require that student-assessment information be used as a part of an ongoing evaluation of the school-improvement process, and that these results be used to identify and measure progress toward school-improvement objectives. (DFR)

ED 443 167   EA 030 475

of Education; *State Legislation; *State Programs
IDENTIFIERS- *Oregon

This report describes the 1999 legislation affecting Oregon's K-12 school finance system. The first section summarizes state appropriations and local revenue estimates for 1999-01. The second section describes modifications to the allocation of the State School Fund among school districts and Education Service Districts. The last section reports on the progress toward school equity as embodied in the K-12 equalization formula. Voter approval of Measure 5 in 1990 dramatically changed Oregon's school finance system. Measure 5 phased in property tax limits that substantially reduced local property taxes for schools. Consequently, the 1991 Legislature increased state funding and passed a new school distribution formula. By the end of the 5-year tax limit phase-in, the state primarily funded the school system and virtually eliminated local control over school funding levels. Voter approval of Measure 50 during the 1997 Legislative Session continued the shift to state funding. Measure 50 added another property tax limit more restrictive than Measure 5. In response, the 1997 Legislature raised the level of state funding even higher and further modified the school distribution formula. State funding, less than 30 percent of school general operating revenue in 1990-91, increased to about 70 percent in 1998-99. (DFR)

ED 443 188 EA 030 519

Duttweiler, Patricia Cloud; Robinson, Nichole S.
Part of the Blueprint for Standards-Based Reform Is Missing: Where Is the Foundation? Special Report on Standards, Assessment, Accountability, and Interventions for the Edna McConnell Clark Foundation. Report Number 2.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Accountability; *Educational Change; Elementary Secondary Education; Professional Development; Public Schools; *Teacher Competencies; *Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- Edna McConnell Clark Foundation

States are implementing standards-based reforms because of past failures to produce educational environments that ensure high academic achievement. The development of state standards, the availability of related curriculum documents, assessing student achievement, and institutional accountability measures have been some of the most effective strategies affecting districts' efforts to build school capacity. This report argues, however, that the blueprint for the standards-based reform movement lacks a foundation. Unless states use their newly established, more rigorous standards to build that foundation, the probability for success of the current standards-based reforms is no better than that of previous reform movements. States must develop preservice teacher education and professional development programs that provide teachers with the skills and knowledge required to teach to the higher standard. (Contains 32 references.) (DFR)

ED 443 189 EA 030 520

Indiana School Funding Symposium. Alternative Tax Structures for

Education
IDENTIFIERS- African Americans

This study examined the relation between teacher suspicion of attention deficit hyperactivity disorder (ADHD) and teacher ratings on common behavior measures used to identify and diagnose ADHD. The children, urban, Midwestern, African-American first graders, (N=372) completed the Conners' Continuous Performance Test (CPT), an objective measure of attention. They were also evaluated for ADHD symptomatology by both a teacher and a primary caretaker using the Child Behavior Checklist and the Teacher Report Form and the Conners' Parent and Teacher Rating Scales. Teachers suspected 97 of the 372 children (26.1 percent) of ADHD. Results indicate that children suspected of ADHD by their teachers had significantly higher behavior ratings as measured by both teachers and primary caretakers. However, the CPT did not tend to support the teacher or caretaker ratings of attention problems or impulsivity. (Contains 10 references.) (DB)

ED 443 210 EC 307 902

Englebrook, Brian R.
Medication Effects on Word Recognition of ADHD Students.
PUB DATE- 00
NOTE- 51p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Attention Deficit Disorders; *Drug Therapy; Elementary Education; *Hyperactivity; *Word Recognition

This study compared performance on the Word Recognition Inventory of eight students in grades 1-4 with attention deficit hyperactivity disorder either receiving medication or not receiving medication. The study found no significant differences between the two groups in word recognition. A review of the literature is attached. Appended are the inventory results for each student evaluated. (Contains 16 references.) (DB)

ED 443 211 EC 307 903

Estey, Steven; Alphonse, Laurie
National Directory of Financial Assistance Programs for Post-Secondary Students with Disabilities.
SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Students; *Disabilities; Foreign Countries; Government School Relationship; *Grants; Higher Education; *Scholarships; *Student Financial Aid; World Wide Web
IDENTIFIERS- *Canada

This directory is intended to provide a comprehensive source of information on financial assistance for Canadian post-secondary students with disabilities. The directory includes descriptions of funding programs, mailing addresses, telephone and fax numbers, and e-mail addresses for further information. Government funding programs described include national programs such as Canada Student Loans and Employability Assistance for People with Disabilities. Programs operated by each of the 13 provinces or territories are also summarized. The third section

Student Assessment System, so that they can actualize the requirements of the recently reauthorized Individuals with Disabilities Education Act and the potential of standards-based education for all students. In addition, the book provides detailed information on the state's testing guidelines, the valid use of testing accommodations and alternate assessments, and how to communicate these assessment results to educational stakeholders. Specific chapters include: (1) "Educational Assessment Today"; (2) "Characteristics of Good Assessment"; (3) "Understanding and Using the Wisconsin Student Assessment System"; (4) "Facilitating the Participation of All Students in Assessments"; and (5) "Best Practices in Assessment Programs for Educational Accountability." Appendices include standards for teacher competence in educational assessment of students, guidelines for testing procedures, and a code of fair testing practices in education. (Chapters include references.) (CR)

ED 443 232 EC 307 926

Alternate Performance Indicators (APIs): The Development and Examples of APIs for Students with Disabilities.
PUB DATE- 00
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Disabilities; *Educational Assessment; Evaluation Criteria; *Individualized Education Programs; Intermediate Grades; Language Arts; Mathematics; *Performance Based Assessment; Sciences; Social Studies; *Student Evaluation
IDENTIFIERS- Wisconsin

This document discusses the development and implementation of alternative performance indicators (APIs) to assess the educational progress of children with disabilities in Wisconsin toward model academic content standards. It begins by describing the alternate assessment process, the definition of APIs, and the process of developing APIs. Questions to consider when evaluating the quality of alternate performance indicators and activities are also provided. Charts with sample APIs for each content standard (mathematics, language arts, science, and social studies) for students completing fourth grade are provided, along with examples of the conceptual knowledge and skills associated with standards that are to be demonstrated by students with disabilities. The samples are designed to assist educators in developing Individualized Education Program goals that take into consideration how the goals are consistent with standards set for all students. (CR)

ED 443 233 EC 307 927

Applying Federal Civil Rights Laws to Public Charter Schools: Questions and Answers.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Grouping (Instructional Purposes); *Inclusive Schools; Mathematics Instruction; Organization; Scheduling; Spelling; *Student Evaluation
IDENTIFIERS- *Testing Accommodations (Disabilities)

This book is designed to help teachers successfully include students with disabilities in general education classrooms. It is divided into three sections. The first section contains ideas to help develop and implement an inclusive education program. Recommendations for grouping students, using paraprofessional time, scheduling, inservice and training, and working as a team to develop an inclusive classroom are provided. The second section includes hundreds of ideas and strategies for modifying and adapting the curriculum. These ideas are provided to help all students in the general education environment, and many are applicable for all curriculum areas. Chapters address: (1) accommodations for the student with special needs; (2) textbook adaptations, novels and free choice reading, and previewing and preteaching strategies for texts; (3) daily assignments; (4) spelling; (5) mathematics and adapting math assignments; (6) organizational skills; (7) directions; (8) large group instruction, oral presentations, and note taking skills; (9) classroom assessment and alternate grading systems; and (10) attention difficulties, structuring the environment, and reinforcement and discipline. The final section includes an appendix with reproducible worksheets and resources to assist with inclusive education. (CR)

ED 443 253   EC 307 949

Derechos Educacionales de los Padres: Una Explicacion de los Procedimientos de Seguridad para los Padres de Ninos con Discapacidades. Bajo la Clausula del Acta de Educacion para Individuos con Discapacidades (IDEA) y las Reglas para la Administracion del Acta de Educacion para Ninos Excepcionales (Educational Rights of Parents: An Explanation of Procedural Safeguards Available to Parents of Children with Disabilities. Under Provisions of the Individuals with Disabilities Education Act (IDEA) and the Rules for the Administration of the Exceptional Children's Educational Act ECEA).
PUB DATE- 99
NOTE- 8p.; For English version, see ED 438 640.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Conflict Resolution; *Disabilities; Discipline; *Educational Legislation; Elementary Secondary Education; Federal Regulation; Hispanic Americans; Parent Education; *Parent Rights; *Parent School Relationship; Spanish Speaking; *Special Education; State Regulation; Student Evaluation; Student Placement; Student Records; *Student Rights
IDENTIFIERS- Colorado; *Individuals with Disabilities Educ Act Amend 1997

This pamphlet, in Spanish, describes Colorado parents' educational rights under federal and state special education rules and regulations. It addresses: (1) free appropriate public education and termination of services; (2) required prior notice to parents if there is a proposed change or refusal to change a child's special education program; (3) required written parental permission before a child is

Education; *Equipment Storage; *Federal Regulation; *Guidelines; Higher Education; *Safety; *Soccer

This handbook presents guidelines for the installation, use, and storage of full-size or nearly full-size movable soccer goals to help prevent deaths and serious injuries from soccer goal tipover. The guide first reviews soccer goal injuries and deaths occurring in the United States and briefly examines the soccer rules associated with goals. It then examines the guidelines on goal design/construction, anchoring/securing/and counterweighting, goal storage and securing, and additional safety tips. Soccer goal warning labels and a consumer product safety alert on anchoring are attached. Appendices list soccer organizations for more information and contact information for the Coalition to Promote Soccer Goal Safety. (GR)

ED 443 275 FL 026 180

Hakuta, Kenji; Butler, Yuko Goto; Witt, Daria
How Long Does It Take English Learners To Attain Proficiency?
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Bilingual Education; Bilingual Education Programs; *Educational Policy; Elementary Secondary Education; *English (Second Language); Foreign Countries; Language Minorities; *Language Proficiency; *Limited English Speaking; *Oral Language; Politics of Education; Second Language Instruction; Second Language Learning; Spanish Speaking
IDENTIFIERS- *Academic Language; California; Canada

This document discusses research findings related to the question of how long language minority students need special services such as English-as-a-Second-Language (ESL) courses or bilingual education before they develop oral and academic English proficiency. It draws conclusions based on a study of four different school districts, two in California and two in Canada. Academic English proficiency refers to the ability to use English in academic contexts, which is particularly important for long-term success in school. The data were used to analyze various forms of English proficiency as a function of length of exposure to English. The clear conclusion emerging from the data is that even in the two California districts that are considered the most successful in teaching English to limited-English-proficient (LEP) students, oral proficiency takes 3 to 5 years to develop and academic English proficiency can take 4 to 7 years. Results in Canada were similar. Only one of these three districts offered bilingual education, something that critics often charge delays English acquisition. Analysis also revealed a widening academic performance gap between LEP students and native English speakers. It simply may not be possible to offer adequate language instruction to limited English students within the time allotted during the normal school day, and after school or summer instruction may be needed. Results suggest that policies that assume rapid acquisition of English and call for sheltered English programs lasting no more than 1 year, such as Proposition 227 in California, are wildly unrealistic. (Contains 24 references and 15 figures.) (KFT)

ED 443 276 FL 026 181

IDENTIFIERS- *China

This paper describes the adoption of communicative language teaching (CLT) in the Peoples' Republic of China in the early 1990s, the difficulties teachers encountered in implementing this change of approach, and efforts to overcome these difficulties. Secondary teachers had considerable difficulty in implementing CLT mainly, because they lacked sufficient knowledge of English and of teaching methods to make such a radical change without further guidance and training. (Contains 20 references.) (KFT)

ED 443 295 FL 026 335

Sun, Guangyong; Cheng, Liying
From Context to Curriculum: A Case Study of Communicative Language Teaching in China.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communicative Competence (Languages); Curriculum Design; *Curriculum Development; *Educational Innovation; *English (Second Language); Foreign Countries; Higher Education; Second Language Instruction; Second Language Learning; *Teaching Methods
IDENTIFIERS- *China

This paper discusses the implementation of communicative language teaching (CLT) methodology within the English-as-a-Foreign-Language (EFL) context in the Peoples' Republic of China. It suggests investigating the context of an English language teaching program first, and then adapting the program to the Chinese context in order to more effectively implement the communicative methodology. Key questions regarding curriculum design are discussed. The English teaching program at a private commercial college is used as a case study of an EFL context in China. It is concluded that there must be a compromise between CLT methodology and the EFL context, because CLT is at root a curriculum development. Three principles are judged to be helpful in understanding this problem: (1) In EFL teaching, the impact from the context on a program is more significant than in the English-as-a-Second-Language (ESL) context. The more that is known about the context, the better the new methodology can be adapted into the program; (2) Introducing methods of classroom activities is helpful, but not sufficient; adaptation should start from the beginning of the curriculum design; and (3) Adaptation of teaching methodology will be more successful if the theory of learning and teaching where CLT methodology is derived from is reviewed and studied with the characteristics of the program context in mind. (Contains 56 references.) (KFT)

ED 443 296 FL 026 336

Akcan, Sumru
Cooperative Learning Course Syllabus for Pre-Service Teachers.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Paper's Presented at..." (150)

*Experiential Learning; Higher Education; *Mental Retardation; Prior Learning; *Service Learning; *Student Attitudes

This study hypothesized that students in a course on mental retardation (MR) who had had extended contact with retarded people would achieve more favorable attitudes toward mental retardation than students without similar contact. Students enrolled in a Psychology of Mental Retardation class were randomly assigned to a control group (n=29) or an experimental group (n=30); a group of business students (n=64) served as a second control group. All students provided demographic information and completed a community living attitude scale, that measures four attitudes (empowerment, exclusion, sheltering, similarity) toward people with MR, at the beginning and end of the semester. Experimental students completed 20 hours of community service with people with MR and kept reflective journals. The study found no between-group pretest differences between experimental and control groups; however, differences were noted between those selecting the MR course and those in the business course (those selecting the MR course had had more interaction, scored higher on the empowerment and similarities scales, and lower on the exclusion scale). Students' previous school experiences with people with MR did not predict attitudes or attitude change. However, previous experience with mentally retarded people did predict posttest results for control group students, with those having the least experience reporting higher exclusion scores. (Contains 29 references.) (SM)

ED 443 315 HE 033 070

Bers, Trudy H.
Effective Reporting. Resources in Institutional Research, Number 12.
PUB DATE- 99
NOTE- 111p.; Produced with Jeffrey A. Seybert. RIR Editor is Richard D. Howard.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charts; Computer Graphics; Design Requirements; Educational Research; Graphic Arts; *Graphs; Higher Education; *Institutional Research; *Research Reports; Slides; *Tables (Data); Technical Writing; Transparencies; *Visual Aids; World Wide Web
IDENTIFIERS- Oral Presentations; *Research Results; Visual Displays

This monograph is a guide to effective presentation of report data and information from institutional research. The work focuses on several types of presentation: the written report (alternative ways for presenting information, appearance, and the audience); graphic displays or charts (to present words or data in an organized or symbolic fashion; use text or symbols to depict an object, concept, or process; present numerical, verbal, or symbolic information in a table); and some key principles of oral presentation. The eight chapters cover: (1) the reporting process; (2) the client and audience; (3) types of reports, purposes of reports, and report components; (4) communication and meaning and design principles; (5) elements of visual presentations--graphic, fonts, white space, color, pattern; (6) tables and charts; (7) visual presentation modes--transparencies, slides, computer screens, and the Web; and (8)

DESCRIPTORS- Accounting; Annual Reports; Bond Issues; Building Conversion; *Capital Outlay (for Fixed Assets); *Debt (Financial); *Educational Facilities; *Educational Finance; Facility Expansion; *Facility Improvement; *Financial Support; Higher Education; Investment; Private Colleges; Public Colleges; State Aid; State Legislation
IDENTIFIERS- Financial Reports; *Minnesota

This annual report reviews fiscal year 1999 for institutions serviced by the Minnesota Higher Education Facilities Authority. The report notes a slight decline in new financing activity, although the $87.7 million financed during the 1999 fiscal year was the second highest annual total for the Authority. Following some introductory material, the report summarizes the mission of the Authority; reviews new financing for projects such as an equipment lease and construction of a campus center and other buildings at several colleges; and highlights other developments, including reduction of annual administrative fees, an annual debt financing conference, and an ongoing review of policies and procedures. The following section summarizes details of outstanding bond issues on a campus-by-campus basis for various public and private Minnesota colleges. A final section presents the fiscal year 1999 audit report, which includes a balance sheet and related statements of revenues, expenses, and changes in fund balances and cash flows. (SM)

ED 443 334   HE 033 090

Making Connections: 1999 Annual Report.
SPONS. AGENCY- Department of Education, Washington, DC.; Appalachian Regional Commission, Washington, DC.; BellSouth Foundation, Inc. Atlanta, GA.; Mott (C.S.) Foundation, Flint, MI.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Pew Charitable Trusts, Philadelphia, PA.; Southeastern Regional Vision for Education (SERVE), Tallahassee, FL.; Kellogg Foundation, Battle Creek, MI.; National Institutes of Health (DHHS), Bethesda, MD.
PUB DATE- 99
NOTE- 26p.; Funding also provided by AT&T; BellSouth, Helene Fuld Health Trust; HSBL Bank USA, Trustee; Joseph B. Whitehead Foundation; Lamar Plunkett family; Novartis U.S. Foundation; and Partnership for America's Future.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; *Computer Uses in Education; Curriculum Development; Distance Education; Doctoral Programs; Educational Improvement; *Educational Technology; Graduate Study; *Higher Education; Literacy Education; Middle Schools; Nursing Education; Reading Instruction; School Nurses; Secondary Education
IDENTIFIERS- *Southern Regional Education Board

This 1999 annual report of the Southern Regional Education Board (SREB) is introduced by letters from its chairman and its president. The report then goes on to provide brief descriptions of various initiatives undertaken by the Board: the Electronic Campus program; the Doctoral Scholars program; Educational Benchmarks 2000, a report on member states' progress in meeting goals set out in 1998; the Middle Grades Education Initiative; the Shared Resources in Education program; the Council on Collegiate Education for Nursing; the Educational Technology Cooperative; a program to promote child cocaine use rates. A final section of the report offers suggestions for prevention programs. The survey questionnaire, information on methodology, and data tables are appended. (SM)

ED 443 353 HE 033 110

Ramakrishna, C. Pushpa; Prasad, V. S.
Action Research Projects in Distance Education: A Manual.
PUB DATE- 99
NOTE- 65p.; For a related document from the Distance Education Council, see HE 033 107.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Action Research; *Distance Education; *Educational Research; Foreign Countries; Higher Education; Nontraditional Education; *Research Design; *Research Methodology; *Research Reports; Technical Writing
IDENTIFIERS- *India

This manual, prepared by the Distance Education Council (India) presents guidelines for action research in distance education, balancing practical research activities with a sound theoretical research base. Chapter 1, "Scope, Purpose and Design of the Manual," suggests several definitions of research; draws distinctions between academic research and action research; examines the purpose and scope of action research; and a offers a checklist of researcher competencies. Chapter 2, "Thrust Areas and Research Problems," discusses selection of a research area or problem and offers a list of suggested areas: philosophy and concepts; history of distance education; institutional mission; program planning and curriculum design; learning material development; teaching and learning processes; student support services; student evaluation; system evaluation; economics of distance education; media use; system management; application of new technologies; quality assurance; research methodologies; and staff training and development. Chapter 3, "Research Design," discusses the essential components and types of research design. Chapter 4, "Research Methods," discusses appropriate research methods; examines six methods, data collection tools and techniques, and data analysis; and offers suggestions for presenting results. Chapter 5, "Research Report Preparation," discusses organizing and documenting material; appropriate writing style; and evaluating the final report. Appended are a model process chart and a glossary. (Contains 39 references.) (SM)

ED 443 354 HE 033 111

Morgan, Keith J.
Universities and the Community: Use of Time in Universities in Japan. RIHE International Publication Series, No. 6.
PUB DATE- 99
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Community Services; *Engineering Education; Faculty College Relationship; Faculty Workload; Foreign Countries; Higher Education; *Noninstructional Responsibility; Organizational Change; Private Colleges; Public

divide. The book advocates removing barriers to higher education in order to make digitized resources more universally accessible. It also examines issues of cost and affordability; and discusses how to maintain higher education's reputation for quality and effectiveness in new technologically-mediated environments. Following an introduction which examines the historical context and politics of instructional technology, sections cover issues of access and equity, of cost and affordability, and of quality and effectiveness. Based on the conclusions drawn, the book offers seven recommendations to address issues of access, cost, and quality. These include: (1) lobbying for state and federal policy reform; (2) developing a reward system that places a high value on teaching and innovative use of technology; (3) promoting universal Intranet access; (4) promoting universal access to the National Information Infrastructure; (5) affirming the social nature of learning; (6) requiring that all students have the generic skills of "medlacy" and numeracy; and (7) preserving the quality and core values that distinguish higher education from corporate training. (Contains approximately 250 references.) (CH)

ED 443 372 HE 033 137

White, Lawrence
The Compelling Need for Research on the Benefits of Racial Diversity in Higher Education and What Will Happen if Higher Education Fails To Make the Case for Diversity.
PUB DATE- 00
NOTE- 26p.; Presented at the Annual National Conference of the American Association for Higher Education (Anaheim, CA, March 29-April 2, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Affirmative Action; Black Community; Black Education; *Blacks; *College Admission; College Desegregation; Compliance (Legal); *Court Litigation; Desegregation Litigation; Desegregation Plans; *Diversity (Student); *Equal Education; Higher Education; Minority Groups; Nondiscriminatory Education; Racial Composition; Racial Integration; Racially Balanced Schools; State Courts
IDENTIFIERS- *Hopwood v Texas; *Proposition 209 (California 1996)

This paper argues that without affirmative action, integration of American higher education would halt and resegregation would accelerate with each generation. The first section of the paper is an annotated bibliography of affirmative action in higher education; it cites books, articles and monographs, and two Web sites. The second section of the paper reviews the legal principles of affirmative action, offering quotations and legal citations from many sources to define the terms "strict scrutiny," compelling institutional interest, and "narrowly tailored." It concludes that student-body diversity may be the only avenue that can withstand judicial assault but warns that such a policy must be narrowly tailored. A third section examines the gradual erosion of the diversity rationale during the 1990s, citing court attacks on affirmative action, including Hopwood v. Texas; California's Proposition 209; and rulings in Texas and other states. It concludes that institutions must offer compelling evidence that diversity is essential to the achievement of higher education's mission. The next section examines some recent books and student surveys instruction can be delivered multiple times with uniform quality. In addition, the Internet and related software can facilitate record keeping, including registration, grades, attendance, and billing; and (3) Distance education is far better for the learner than is the traditional model because it can provide truly individualized instruction, and 'just-in-time' delivery to a learner at any location. (Author/AEF)

ED 443 391   IR 020 100

CNN Newsroom Classroom Guides, June 2000.
PUB DATE- 00
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- *Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of June 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: President Clinton prepares to visit Germany, and federal court of appeals rules Elian Gonzalez is not entitled to asylum hearing (June 1-2); Presidents Clinton and Putin address new threats to global stability, the possible breakup of Microsoft, National D-Day Museum opens in New Orleans, federal judge orders the breakup of Microsoft, and the U.S. government bans a popular pesticide (June 5-9); Syrians mourn the death of President Hafez al-Assad, leaders of North and South Korea prepare to begin their summit, CNN Newsroom profiles Presidents Kim Dae Jung and Kim Jong Il, Korean leaders sign a historic agreement, and historic pact could lead to reconciliation between North and South Korea (June 12-16); Ethiopia and Eritrea sign a peace agreement, 58 stowaways found dead in a truck in England, United Nations officials warn Africa's famine is about to worsen, OPEC ministers agree to raise oil production, and Zimbabwe's President Mugabe flexes his political muscles as elections approach (June 19-23); historians review the origin of the Korean War on its 50th anniversary, scientists completed a working draft of the human genome as some people question the ethics of the Human Genome Project, distracted drivers are a public safety threat, and Elian Gonzalez returns to Cuba (June 26-30). (AEF)

ED 443 392   IR 020 103

Adams, Sharon
Communication: A Key to Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.; Theme issue. SEDL's Technology Assistance Program available electronically: http://www.sedl.org/tap. Edited by Mary Burns.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

students' self-identity and perceptions of gender roles. Participants were 77 high school students in a medium-sized town in the Southwestern United States. A review of the literature was conducted, and a survey was administered during normal school hours, asking the students to identify their favorite television program and why, and their favorite character and why. Results showed striking differences between males and females in terms of viewing preferences. Females based their reasons for liking characters on intellectual or personal character traits rather than physical ones. The majority of males tended to prefer shows that had violent, sexual, or crude themes, and to enjoy characters based on stereotypic traits (tough, violent and rude males and attractive females). Implications are discussed. Contains 25 references. (AEF)

ED 443 412 IR 020 326

Russell, Tom
Using WebCT Technology To Foster Self-Study by Teacher Candidates after an Early Extended Practicum.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000). Information about WebCT is available at http://about.webct.com and http://www.webct.com. Supported by the Social Sciences and Humanities Research Council of Canada as part of the 1999-2002 Study, "Understanding Programme Change in Teacher Education: Sharing the Authority of Experience." Shaded table 10 may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Computer Uses in Education; Foreign Countries; Higher Education; Independent Study; *Preservice Teacher Education; Tables (Data); World Wide Web
IDENTIFIERS- *Queens University of Kingston (Canada)
Nine volunteers from a 17-member physics method class in a preservice teacher education program at Queen's University of Kingston (Canada) participated in a private WebCT forum in which they could explore various aspects of their learning during the second half of their program. This paper responds to two central questions from this use of WebCT technology to foster self-study by preservice teachers: (1) Did WebCT provide an improved alternative for making public one's personal reflections while beginning the self-study process? and (2) Did self-study begin in a significant way, and to what extent did the WebCT technology contribute to its success? Data are presented in tables reporting excerpts from 8 of the 13 threads that include 81 of the 100 messages posted on the Bulletin Board feature of WebCT. Several conclusions are elaborated in light of the data presented. (AEF)

ED 443 413 IR 020 327

Banister, Savilla
Technology and Curriculum: (Dis)Connections.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English

Education and Training.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Developed Nations; *Employer Attitudes; *Employment Patterns; Foreign Countries; *Graduates; *Job Training; Occupational Surveys; Outcomes of Education; Postsecondary Education; *Relevance (Education); Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

A 1999 survey of employer views on vocational education and training (VET) interviewed 3,558 employers of recent VET graduates and 2,495 employers with no VET graduates. Focuses The focus was employers' characteristics, their general views on VET, and information on their organizations' training practices. Findings indicated the following: (1) the estimated number of organizations employing recent VET graduates increased steadily over the last five years; (2) type of industry was not a factor in the extent to which employers have recent VET graduates; (3) employers had generally positive responses to the value and relevance of VET; (4) almost half of employers with no VET graduate employees believed VET qualifications were not relevant to their industry, while a quarter believed that training requirements were met inhouse; (5) a larger proportion of employers had graduates who received training with a private provider rather than a technical and further education (TAFE) institution; (6) overall satisfaction with the VET sector was generally high; (7) employers of recent VET graduates had a positive view of the current level of VET delivery; and (8) employers with VET graduates were more likely to subsidize or pay for employees' training. (The text includes 45 tables and 44 figures. Appendixes include methodology, glossary, and questionnaire.) (YLB)

ED 442 934 CE 080 318

Edelson, Paul Jay
Virtual and Face-to-Face Learning: Meeting Points.
PUB DATE- 00
NOTE- 9p.; Paper presented at La Formacion Virtual en el Nuevo Milenio (Madrid, Spain, June 15-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Classroom Environment; Comparative Analysis; Course Content; Course Organization; Distance Education; *Educational Quality; *Group Dynamics; Higher Education; Instructional Materials; *Online Systems; *Student Participation; *Teaching Methods

This paper examines how teaching within a traditional classroom benefits from insights and techniques developed through online teaching. A critical assumption underlining it is that much online instruction would be performed by faculty members who also teach, as part of their work load, traditional face-to-face classes. The format of the paper follows that of a journal kept in a graduate seminar. It contains reflections on course structure, content and materials, class interaction, assignments and grading, modes of presentation, quality issues

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Adult Learning; *Continuing Education; Educational Background; *Educational Mobility; *Educational Opportunities; Family Influence; Females; *Lifelong Learning; Males; On the Job Training; Outcomes of Education; Parent Influence; Postsecondary Education; Social Mobility; Sociocultural Patterns; *Socioeconomic Influences; Student Motivation; Vocational Education; Womens Education
IDENTIFIERS- Learning Patterns; *Wales (South)

This study is part of a regional study in industrial South Wales on the determinants of participation and non-participation in post-compulsory education and training, with special reference to processes of change in the patterns of these determinants over time and to variations between geographical areas. The study combines contextual analysis of secondary data about education and training providers with a regional study of several generations of families in South Wales (a door-to-door survey of 1,104 representative householders), semi-structured interviews, and taped oral histories conducted in 1996-97. This study reports evidence emphasizing the importance of social background as a determinant of patterns of participation in adult education and training. By investigating the potential predictors of these patterns, the study finds that school-based qualifications are not particularly significant but are themselves predictable from an individual's background characteristics. Lifelong patterns of participation are highly predictable, although the theoretical model used here to explain them also involves individual rationality. The situation is changing, however. Over the 50 years covered by the survey data, while initial education has lengthened, later participation in formal learning has decreased in frequency, duration, and the proportion funded by employers. Thus, while extended initial education is now far less determined by socioeconomic characteristics, including gender, later education and training is slightly more determined by socioeconomic characteristics, especially gender. (Contains 40 references.) (KC)

ED 442 952 CE 080 341

Gorard, Stephen; Rees, Gareth; Renold, Emma; Fevre, Ralph
Family Influences on Participation in Lifelong Learning. Patterns of Participation in Adult Education and Training. Working Paper 15.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 98
NOTE- 31p.; For other Working Papers, see CE 080 328-341 and CE 080 402.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Adult Learning; *Continuing Education; Educational Background; Educational Mobility; Educational Opportunities; *Family Influence; *Lifelong Learning; On the Job Training; Outcomes of Education; *Parent Influence; Postsecondary Education; Social Mobility; Sociocultural Patterns; Socioeconomic Influences; Student Motivation; Vocational Education
IDENTIFIERS- Learning Patterns; *Wales (South)

perspective and share service learning experiences; and providing leadership training for youth interested in school/community development. Discussed in the next several sections are the following eight phases of developing and implementing a service learning youth consultant program: selecting a consultant team; nominating team members; designing the team's infrastructure; forming and operating standing and ad hoc committees; conducting meetings and activities; organizing a retreat; removing youth consultants; and funding the consultant program. Several forms are provided for use in the consultant nomination process. Also included are management and training tips and the addresses of six resource organizations. (MN)

ED 442 969 CE 080 383

Greenwood, Maggie; Mager, Caroline; Morris, Andrew
Foundation Degrees. FEDA Responds.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Access to Education; *Adult Learning; Apprenticeships; *Articulation (Education); College Programs; *Degree Requirements; Degrees (Academic); Education Work Relationship; Educational Finance; Educational Planning; *Educational Policy; Financial Support; Foreign Countries; Outcomes of Education; Policy Formation; Position Papers; Postsecondary Education; Qualifications; *Vocational Education
IDENTIFIERS- *England; *Foundation Degrees (United Kingdom); General National Vocational Qualif (England)

In February 2000, England's Department for Education and Employment (DfEE) proposed a new degree, called the Foundation Degree, and solicited stakeholder input by publishing a list of 13 questions pertaining to Foundation Degrees. The Further Education Development Agency (FEDA) responded to the DfEE's request for input by responding to all 13 questions. FEDA welcomed the Foundation Degree initiative and positions on a number of issues pertaining to the Foundation Degree, but expressed its view that Foundation Degrees should be designed primarily as vocational awards providing a route to employment for school leavers and those already in employment. Other positions stated by FEDA in its response to the DfEE included the following: (1) higher education level 2 is a suitable level at which to pitch the Foundation Degree overall; (2) Foundation Degrees should be designed initially in broad rather than highly specific occupational areas; (3) the degree should be organized around occupational requirements rather than academic subjects; (4) to avoid diminishing the importance attached to Foundation Degrees, they should require work-based learning rather than work experience; (5) flexible delivery should be a cornerstone of Foundation Degrees; and (6) Foundation Degrees should be funded in the same way and at broadly the same level as comparable higher education courses. (MN)

ED 442 970 CE 080 387

Clayton, Pamela M., Ed.; Fojcik, Vavrinec; Greco, Silvana; Hulkko, Johanna; Kelly, Eimer; Kostka, Miroslav; McGill, Paul; Machackova, D.; Maiello, Marco; Makela, Eija; Sinorova, Lenka; Troska, Robert; Ward, Mary
Access to Vocational Guidance for People at Risk of Social

presented. The following barriers to gathering data and calculating return on investment (ROI) are listed: commercial secrecy and difficulty of getting firms to participate in studies; lack of data; lack of resources; turnover of people in organizations and changes in organizational structure that make it difficult to gather data and make calculations; and selection of indicators to judge the ROI in training. These preliminary conclusions are made: training seems to increase profitability; training quality and quantity and the external labor market are important variables in profitability; and training should be promoted as a part of business practices or corporate strategy. The next section presents the aim, outcomes, methodology, and preliminary findings of four NCVER research projects named "Enterprise Return on a Training Investment in the Australian Context" undertaken by the University of Melbourne (Leo Maglen, Sonnie Hopkins), UTS Research Centre for Vocational Education and Training (Rod McDonald, Janelle Moy), AustralAsia Economics (Richard Blandy), and Employment and Training Group and Deakin University (Pasquale Sgro, Chris Doucoullagos). (YLB)

ED 442 988 CE 080 425

Martin, G. Eugene, Ed.
Technology Education for the 21st Century: A Collection of Essays. 49th Yearbook, 2000.
PUB DATE- 00
NOTE- 249p.; For other yearbooks, see ED 426 188-189 and CE 080 455.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Computer Mediated Communication; Curriculum Design; *Curriculum Development; Demography; Demonstration Programs; Distance Education; Educational Change; Experiential Learning; *Futures (of Society); High Risk Students; Integrated Curriculum; Minority Groups; Models; Portfolios (Background Materials); Postsecondary Education; Problem Solving; Secondary Education; Service Learning; Standards; Supervisors; Systems Approach; *Teacher Education; Technological Advancement; Technological Literacy; *Technology Education; Virtual Reality
IDENTIFIERS- Imagineering; Situated Learning

These 38 essays in 4 units are directed toward the future of technology education. Unit I: Evolving into the 21st Century has one essay, entitled "The Past Defines the Paths to be Taken" (Jerry Streichler). Essays 2-18, in Unit II: Exemplary Practices for the 21st Century, are "Developing a Curriculum Process" (Bryan Albrecht); "Design Problem Solving: The Signature of Technology Education" (Allen Bame, Robert Booth); "Primary Design and Technology--10 Years On" (Clare Benson); "Why Can't the Sun Shine Everywhere at the Same Time?" (Robert Booth, Allen Bame); "Hands-On, Minds-On Learning: Putting It All Together" (Barry N. Burke); "Imagineering: Creating the Future (Barry N. Burke); "Technology Modeling" (Robert A. Dalber); "Technology Education Is Powerful Teaching" (Michael A. De Miranda); "A School within a School: Teamwork at its Best" (W. Tad Foster); "Igniting the Passion through the Technology Education Collegiate Association" (William L. Havice, Gerald G. Lovedahl); "Making Connections: Situated Learning in Technology Education" (Roger B. Hill); "Of Artifacts and Emotions" (James E. LaPorte); "Design the Creative Soul of Technology" (James R. McCracken); "Electronic Portfolios" (Edward M. Reeve); "Service Learning" (Edward M. Reeve); "Systems Approach: A Clear View from the Mind's Eye"

Employment Potential; Employment Practices; Employment Qualifications; *Job Applicants; *Personnel Selection; Racial Attitudes; *Racial Bias; Racial Discrimination; *Racial Identification; Resumes (Personal)

In order to examine whether name cues to race influenced job-hiring decisions and judgments about job candidates, 72 white participants read a mock resume for a fictitious job applicant. In all cases, the resume contained the same background information about the candidate; however, one resume listed an applicant with a name previously judged to belong to a white person ("Glenn Andrew"); one had a name seen as indicative of an African American person ("Earl Tyrone"); and one included no name information. Participants evaluated the resume and candidate under the supervision of either a black or a white experimenter. The results revealed evidence of bias against candidates. Under a black experimenter, white participants judged the African-American candidate as less honest, gave him a lower starting salary, and were less likely to hire him compared to the white candidate. However, people thought that candidates were more competent and conscientious when the experimenter was African-American, although all acknowledged that the African-American-named candidate had less future potential than did the white-named candidate. The results are discussed within a framework that suggests that cues to race must be made salient in order for (most) white people to act in a prejudicial manner. A cue for careful, egalitarian behavior (an African experimenter) apparently did not cause an "overcompensation" effect whereby participants attempted to be overtly non-racist by providing more positive evaluations of the candidate they thought was African-American. (Author/KC)

ED 443 005 CE 080 455

Gilberti, Anthony F., Ed.; Rouch, David L., Ed.
Advancing Professionalism in Technology Education. 48th Yearbook, 1999.
PUB DATE- 99
NOTE- 284p.; For other yearbooks, see ED 426 188-189 and CE 080 425.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Administrator Role; *College Faculty; *Educational Practices; Higher Education; *Professional Development; Teacher Role; *Technology Education; *Vocational Education Teachers

This yearbook contains 14 chapters, each by different authors, collected to assist in advancing professionalism within technology education. The 14 chapters are organized in five sections. Section 1: The Need for Professionalism in Technology Education contains "The Need for Professionalism in Technology Education: Challenges for the Future" (Anthony F. Gilberti). Section 2: Defining Professionalism and Leadership contains "Professionalism and Leadership in Technology Education" (David L. Rouch) and "Conceptual Explanations of Leadership" (Roy A. Buckingham). Section 3: Opportunities for Improvement in Professionalism and Leadership" contains: "Strategies for Improving Professionals" (James E. Smallwood); "Professional Associations, Organizations and Other Growth Opportunities" (Edward M. Reeve); "Developing Effective In-Service for Technology Education" (John C. Larkin); "Professionalism, Public Relations, and Politics" (Brigitte G. Valesey); and "Identifying and Solving Professional Problems" (Ronald D. Todd, John R. Karsnitz). Section 4: Professionalism at Various Educational Levels contains: "Teacher Professionalism in contents; and performance skill levels. Skill standards include: ensure dining area readiness; serve customers; prepare various foods; perform purchasing functions; open and close establishment; plan menus; and maintain compliance with company policies and procedures and local, state, and federal laws. Appendixes include a glossary; lists of committee and council members; and workplace skills. (YLB)

ED 443 022 CE 080 480

Illinois Occupational Skill Standards: Greenhouse/Nursery Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 97
NOTE- 53p.; For related documents, see CE 080 474-492.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Adult Education; Agricultural Education; Competency Based Education; Education Work Relationship; Employment Qualifications; Greenhouses; Job Analysis; *Job Skills; *Nurseries (Horticulture); Nursery Workers (Horticulture); Occupational Clusters; *Ornamental Horticulture; Ornamental Horticulture Occupations; *Performance Based Assessment; Plant Propagation; Postsecondary Education; Secondary Education; *State Standards; Statewide Planning; Student Certification; *Student Evaluation
IDENTIFIERS- *Illinois

This document of skill standards for the greenhouse/nursery cluster serves as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These 23 occupational skill standards describe what people should know and be able to do in an occupational setting. Each skill standard contains at least these three areas: performance area (summary of work to be performed); skill standard with conditions of performance, work to be performed, and performance criteria; and performance elements and assessment criteria. These sections may also be included: performance area and assessment and credentialing approach. Introductory materials include the developmental process; assumptions for greenhouse/nursery cluster standards; table of contents; and performance skill levels. Skill standards include: assist in erecting greenhouses and other facilities; select, operate, and maintain tools and equipment; prune plants; propagate and grow plants; plant and care for potted plants; and analyze, interpret, and enhance substrate fertility and water quality. Appendixes include a glossary; lists of committee and council members; and workplace skills. (YLB)

ED 443 023 CE 080 481

Illinois Occupational Skill Standards: Information Processing Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 97
NOTE- 129p.; For other Illinois Occupational Skill Standards, see CE 080 474-492.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Identification and Testing in the Juvenile Justice System," and "Field Reviewers." (Contains 9 figures and approximately 100 resources.) (JDM)

ED 443 040 CG 030 100

Treatment for Stimulant Use Disorders. Treatment Improvement Protocol (TIP) Series 33.
PUB DATE- 99
NOTE- 247p.; For other documents in the TIP Series, see CG 030 099-103 and CG 030 130-134.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cocaine; Community Health Services; Counselor Training; *Drug Abuse; *Drug Rehabilitation; Family Counseling; Intervention; Models; Outcomes of Treatment; *Stimulants; Substance Abuse

This TIP on the best practice guidelines for treatment of substance abuse provides basic knowledge for practitioners, educators, and paraprofessionals about the nature and treatment of stimulant use disorders. More specifically, it reviews what is currently known about treating the medical, psychiatric, and substance abuse/dependence problems associated with the use of cocaine and methamphetamine. It includes a discussion on how stimulants affect the brain and behavior. It suggests that psychosocial treatment approaches that incorporate well established psychological principles of learning are appropriate for and effective in treating stimulant users. In addition, it discusses the community-reinforcement-plus-vouchers approach, the Matrix Model, and behavioral family therapy. Other models of psychosocial treatment discussed include network therapy, acupuncture, and inpatient treatment. Pharmacological treatments are also considered along with other medical aspects of stimulant use disorders. The information on treatment issues for special groups (i.e., intravenous drug users, gay men, individuals with co-occurring mental disorders) and settings (rural areas) underscores the need for cultural competence in the treatment setting. Appendixes include: "Bibliography," Client Worksheets," "Screening Tests for Cognitive Impairments," "Glossary," "Resource Panel," and "Field Reviewers." (Contains 31 figures and approximately 300 resources.) (JDM)

ED 443 041 CG 030 101

Brief Interventions and Brief Therapies for Substance Abuse. Treatment Improvement Protocol (TIP) Series 34.
PUB DATE- 99
NOTE- 258p.; For other documents in the TIP Series, see CG 030 099-103 and CG 030 130-134.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; *Behavior Modification; Cognitive Restructuring; Counseling Effectiveness; Counselor Training;

Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.; Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 99
NOTE- 99p.; Prepared in consultation with Marianne Carr and Robinette J. Bacon.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; Body Image; Body Weight; Drinking; Drug Abuse; Eating Habits; High Risk Students; High Schools; Injuries; Physical Activity Level; *Physical Health; Predictor Variables; Pregnancy; *Safety; Sexuality; Smoking; Student Behavior; Student Surveys; Suicide; Tables (Data); Tobacco; Violence; Weapons
IDENTIFIERS- *Nevada

This report discusses results of the Nevada Department of Education's fourth statewide administration of the Youth Risk Behavior Survey. Students in grades 9, 10, 11, and 12 (N=2,702) from 75 public high schools participated in the study. Nevada high school students reported behaviors that equaled or exceeded goals established in the national health objectives for the year 2000. These goals include reducing physical fighting, weapon carrying, injurious suicide, increasing HIV/AIDS education, and exercise/physical activity. More Nevada students are: using seatbelts; exercising and dieting to control their weight; engaging in vigorous physical activity three or more days per week; and attending physical education classes at least once a week. Fewer participants reported that they: are missing school because of safety concerns; are thinking seriously about suicide; are having sex without the use of contraception; are drinking alcohol or using marijuana on school property; have used cocaine in the last month; have a lifetime use of inhalants; and have offered, sold, or given illegal drugs on school property. While progress was made in a number of areas, backsliding is apparent in the lack of motorcycle helmet use, driving under the influence, and in the use of cigarettes, alcohol, and marijuana. Additionally, more than half of students now report sexual activity. Condom use is down, and an increased proportion of students have become pregnant or have gotten someone pregnant. Appendix A provides Assembly Concurrent Resolution No. 10. (Contains 47 references.) (MKA)

ED 443 061 CG 030 138

Zucker, Steven; Brehm, Katherine; Doll, Beth
ClassMaps: Making Mentally Healthy Classrooms Promotes Academic Success.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Counselor Teacher Cooperation; *Disabilities; *Educational Environment; Elementary Education; *Mental Health; *Models; School Psychologists

ClassMaps is a whole class mental health consultation model that makes the social and emotional elements of classrooms visible so that educators can assess the impact of affective supports they provide. By redirecting school psychologists' visions to the school and class contexts within which students with

Instruction; Reading Research; *Reading Skills
IDENTIFIERS- Phonemic Awareness

Syntheses of reading research conducted by the National Research Council (1998) and more recently by the Congressionally-Commissioned National Reading Panel (2000) provide ample evidence of the skills, experience, and knowledge children need to become successful readers in an alphabetic writing system. This research makes clear that children must develop and demonstrate proficiency in the "big ideas" (Kame'enui and Simmons, 1998) of phonemic awareness, alphabetic understanding, and automaticity with the code. This monograph examines the intricacies of teaching beginning reading in schools, describes a prevention model of schoolwide reading improvement, and profiles the lessons learned from implementing the model in a suburban school district. The monograph's model can help guide schools' selection, implementation, and sustainability of practices and programs that fit their unique host environments and hold to the standard of research-based practice. The monograph contends that although the goal that all children read by Grade 3 is ambitious, for administrators and teachers in schools across the nation and for the well being of children it is non-negotiable. (Contains 15 figures and 27 references.) (NKA)

ED 443 081 CS 014 015

Reid, Kathie; Twardosz, Sandra
Preschoolers' Language during Use of Multiethnic Books in Daycare.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the International Reading Association (45th, Indianapolis, IN, April 30-May 5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Day Care; Discourse Analysis; Diversity (Student); *Emergent Literacy; Ethnicity; *Language Usage; *Preschool Children; Preschool Education; Reading Aloud to Others; Reading Research
IDENTIFIERS- *Multicultural Literature

One of the purposes for providing children with multiethnic books is to promote acceptance of diversity, yet the results of this exposure have rarely been empirically studied. The purpose of this study was to explore the story-related topics of discussion initiated by eleven 4- and 5-year-olds as they used multiethnic books during small group adult-initiated readings and one-on-one child-initiated emergent readings in one daycare classroom. In addition to books containing only Euro-American characters, two multiethnic categories of books were used: Culturally Conscious, depicting a specific ethnic group; and Diversity Explicit, depicting various ethnic groups and containing text that specifically addresses diversity issues. The readings were audiotaped and content analysis of the transcriptions revealed slight differences in the themes and topics of child-initiated discussion that accompanied the different categories of books. The children initiated very few ethnically specific comments, but the Diversity Explicit books seem most likely to foster discussion specific to diversity issues. (Lists the 8 books read and 6 additional Diversity Explicit books.) (Author/RS)

ED 443 082 CS 014 016

indicated that students were not given specific skill instruction in phonemic awareness. A review of the solution strategies suggested by other researchers, combined with an analysis of the problem setting, resulted in the development of a specific program for phonemic awareness skills instruction. The program included direct instruction in the five stages of phonemic awareness and its extension into the written language. Post intervention data indicated an increase in phonemic awareness skills. (Contains 20 references and 4 figures of data. Appendixes contain survey instruments, a checklist, and a spelling test.) (Author/RS)

ED 443 104 CS 014 060

Banas, Jeanne; Czyz, Linda; Dusslas, Meg; Wojcik, Brenda
Improving Reading through the Use of Skills and Strategies.
PUB DATE- 00
NOTE- 56p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Classroom Environment; Elementary Education; *Instructional Effectiveness; Parent Participation; *Reading Improvement; Reading Research; *Reading Skills; *Word Recognition
IDENTIFIERS- Phonemic Awareness

This report describes a plan to increase word recognition skills. The targeted population consists of first, second, and fourth grade students in upper middle, middle, and lower socioeconomic communities located in the suburbs outside of a large city. The problem of inadequate word recognition skills was documented through data revealing the number of students who received low scores on Curriculum Based Measurement, S.T.A.R. tests, running records, reading unit tests, and unit word list tests. Analysis of probable causes revealed that student's lack of reading readiness, phonemic awareness, word recognition, parental involvement, and low test scores were related to limited word recognition skills. Many of these probable causes were identified by parent surveys, student checklists, teacher observation, and anecdotal records. A review of possible solutions strategies found through an extensive review of educational journals resulted in the selection of four interventions: Cunningham's Four Blocks (1999), daily phonemic activities, immersion in a print rich environment, and increased parental involvement. Post intervention data indicated that the students lacked word recognition skills that enabled them to become better readers. More research is necessary to determine whether improved academic achievement is a result of the intervention. (Contains 36 references and 15 tables of data. Appendixes provide a spelling test, an anecdotal record form, and an anecdotal record and reminder list.) (Author/RS)

ED 443 105 CS 014 064

Rivalland, Judith
Learning To Be Literate: So Whose Responsibility Is It?
PUB DATE- 99
NOTE- 18p.; Paper presented at the Biennial National Conference of the Australian Early Childhood Association (Darwin, Northern Territory, Australia, July 14-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Australian Association of University Writing Programs (2nd, Melbourne, Australia, October 10-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Writing; *Critical Thinking; Foreign Countries; Higher Education; *Writing Processes; *Writing Strategies; Writing Workshops
IDENTIFIERS- *Text Transformation; *Textual Analysis; Writing Motivation

This paper describes, reflects on, and analyzes the process of engaging student writers in a creative-critical writing workshop in which they not only work toward presenting a portfolio of original work, but are engaged in performance, dramatic intervention, and creative challenges to texts. The paper explains how students are invited to meet texts--their own and others--as artisans and craftspeople who can make various changes with surprising results. (Contains 14 references and 2 notes.) (Author/EF)

ED 443 126 CS 217 191

Summer, Caroline
Careless Errors: Teaching Expository Writing to Postsecondary Students with Learning Disabilities or Attention Deficit Disorder.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attention Deficit Disorders; Computer Uses in Education; Higher Education; *Learning Disabilities; Tutors; *Writing Difficulties; *Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- Writing Habits

This guide examines the effect of learning disorders on the writing process and gives practical advice to writing teachers, lab tutors, tutors in private practice, learning specialists, and other professionals who regularly meet student writers with learning disorders. The guide also suggests ways writers with learning disorders can write more easily and get better results. Part 1, The Effect of Learning Disorders on the Writing Process, contains: Chapter One (Common Problems of Writers with Learning Disorders); and Self Quiz (Indicators of Possible Learning Disorders in Writing). Part 2, Teaching Writing to Students with Learning Disorders, contains: Chapter Two (General Suggestions for Writing Instructors) which includes the subsections Learning More about Learning Disorders, Fostering a Sense of Safety and Competence, Helping Students Develop a Sense of Purpose and Audience, Making Assignments and Helping Students Meet Deadlines, Encouraging Good Writing Habits, and Teaching Writing in a Systematic Way. Part 2 also includes Chapter Three (Teaching Students to Use Computers for Writing); and Chapter Four (Teaching Students with Learning Disorders about Prewriting, Writing, and Rewriting.) (Contains 56 references.) (RS)

ED 443 127 CS 217 200

Eagleton, Maya B.

few students to providing excellent educational services for all students--whether those student needs are a result of a physical or learning disability, race, or ethnicity. This book is not merely theory, but is based on practice in schools; it moves beyond the inclusion debates, and offers strategies for shifting from providing separate programs for a few students to providing educational services for all students, channeling the standards movement into proactive teaching and assessment to ensure students success, using funding and the law to support excellent services for all, and viewing the process as a journey, not as a destination. Overheads, handouts, and reproducible forms are provided to assist in putting these ideas into practice in staff development sessions, faculty meetings, parent organizations, or university classrooms. Chapter-ending self-assessment tools can be used as tools to begin asking questions about their current practices, assessing their strengths and areas of growth, and determining the next steps to take. (Contains 65 references.) (DFR)

ED 443 147 EA 030 452

Toch, Thomas
Improving Performance: Competition in American Public Education.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Accountability; *Competition; Educational Change; Elementary Secondary Education; Learning Strategies; Models; Motivation Techniques; *Public Education; Public Schools; Research Utilization; Resource Allocation; *Rewards; School Choice; School Effectiveness; Student Improvement
IDENTIFIERS- National Alliance of Business

While reformers have taken many steps in recent years to raise student achievement, and have enacted higher standards, introduced new instructional strategies, and sought out stronger teachers, it is increasingly clear to business leaders that the public education system is not going to respond sufficiently to reformers without incentives to perform at higher levels. Although the private sector encourages hard work, innovation, and high standards through risks and rewards of competition, in public schools, educators and students have faced few consequences for their failures and even fewer rewards for their successes. Introducing consequences and rewards into education is essential to raising student achievement and spurring schools to improve. Based upon its study of incentive systems in public education, this report provides 15 different incentive models for schools, individual educators, and students. Each one of the models has the potential to improve student achievement, but they work best in combination with one another and with other reforms. The report goes on to suggest a number of other conditions that are necessary for competition-based incentives to flourish in public schools. (DFR)

ED 443 148 EA 030 455

Ehrenhalt, Samuel M.
Public Education: A Major American Growth Industry in the 1990's.
PUB DATE- 00
NOTE- 20p.

Cooper, Bruce S.; Fusarelli, Lance D.; Carella, Vincent A.
Career Crisis in the School Superintendency? The Results of a National Survey.
PUB DATE- 00
NOTE- 51p.; Foreword by Paul D. Houston.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Administrator Role; *Career Development; Educational Change; Elementary Secondary Education; *Job Satisfaction; Job Skills; National Surveys; *Occupational Information; *Occupational Mobility; Public Schools; School Administration; *Superintendents; Tables (Data); *Tenure
IDENTIFIERS- *American Association of School Administrators

A new, validated survey instrument, SPEAR (Superintendents' Professional Expectations and Advancement Review), asked top executives about their opinions, skills, perceptions on a range of career concerns, and future interests. Of the nation's 13,500 school superintendents, a random sample of 2,979 was selected, segmented by district size. The overall finding is that superintendents are proud and satisfied with their own accomplishments, but greatly concerned about the prospect of finding talented leaders to take their places. Some of the questions explored in the survey include the following: Is there a crisis in attracting educators into the profession? How satisfied are superintendents with their careers? How mobile are superintendents? What are their professional concerns? What personal concerns and motives do they express? and What skills do they bring to the job? The report provides a brief description of its findings and recommendations as well. The appendix contains the SPEAR questionnaire. (Contains 21 references.) (DFR)

ED 443 168 EA 030 476

Smyth, Emer
Dimensions of School Effectiveness: Academic and Non-Academic Outcomes among Pupils in the Republic of Ireland.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Attendance; *Body Image; Delinquency Prevention; *Educational Attainment; Foreign Countries; Public Schools; *School Effectiveness; Scores; Secondary Education; *Self Concept; Student Behavior
IDENTIFIERS- *Ireland

Most research on school effectiveness has focused solely on academic outcomes among pupils. In standardized educational systems, academic outcomes tend to be measured in terms of examination results. In other systems, outcomes are measured in terms of standardized ability test scores. Studies that focus on both academic and nonacademic outcomes among pupils are comparatively rare. This paper uses data from a national survey of second-level schools in Ireland to assess the relationships among and the factors influencing a range of academic and nonacademic pupil outcomes. The analyses employed the Junior

Indiana's Schools: Implication for School Funding. Summary of Symposium Proceedings (Indianapolis, Indiana, June 22, 1998).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Financial Support; *Property Taxes; Public Schools; *Resource Allocation; School Taxes; *Tax Allocation
IDENTIFIERS- Education Commission of the States; *Indiana; *North Central Regional Educational Laboratory

Attendees at the symposium did not agree that Indiana has a tax problem, and discussion about eliminating property taxes and establishing an alternative tax structure seemed inconsistent to many who participated. Attendees felt they did not have a clear sense of the objectives for a new tax plan. They were open, however, to continuing discussion, and expressed a need for more data and research to improve their understanding about various policy options. Key topics that participants want additional information on include the following: replacement fund (What is it? What goes into it?); equity (What are some definitions for equity? How do they fit with definitions and criteria of adequate funding?); local control (What are the implications of policy options for local control?); and other states' experiences (What lesson can be learned from other states that have instituted, or attempted to institute, alternative tax structures? How much and what kinds of information do voters want to guide them in their decision making?) (DFR)

ED 443 190 EA 030 521

Shokraii, Nina H.; Youssef, Sarah E.
A Accounts: More Educational Opportunity, Not More Bureaucracy and Executive Summary. The Heritage Foundation Backgrounder, Number 1172.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Organization; *Educational Legislation; Educational Planning; Elementary Secondary Education; *Equal Education; Federal Aid; Local Legislation; Public Schools; *School Choice; State Legislation; *Tax Credits; *Tuition Grants; Welfare Services
IDENTIFIERS- Heritage Foundation

The "A Accounts" offer parents and concerned citizens a new way to invest in a child's education from kindergarten through 12th grade. Under this plan, families, single parents, or anyone earning less than $95,000 annually ($150,000 on joint tax returns) could deposit up to $2,000 per child in after-tax income into interest-bearing savings accounts each year. These tax-free funds could be used for any education-related expense, from books and transportation to special programs or private school tuition. The A Account program offers a tangible opportunity to parents to improve their children's K-12 education. In addition, the bill would allow parents to make tax-free withdrawals from state-operated tuition savings and lists 22 national scholarships and grants and is followed by a listing of regional scholarships, bursaries, and grants. Use of the World Wide Web to locate scholarship information is briefly addressed. The final section describes scholarship and award programs available at 42 individual institutions. (DB)

ED 443 212   EC 307 904

Creating Options: A Resource on Financial Aid for Students with Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Federal Programs; *Financial Aid Applicants; Financial Support; Higher Education; *Need Analysis (Student Financial Aid); Noninstructional Student Costs; *Paying for College; Scholarship Funds; State Agencies; *Student Financial Aid; Student Financial Aid Officers; Tuition; *Vocational Rehabilitation
IDENTIFIERS- Social Security Disability Insurance; Supplemental Security Income Program

This resource paper provides an overview of student financial aid and discusses the roles and responsibilities of those who play a significant part in the process of providing aid to students with disabilities. The paper also addresses the financial aid application procedure and suggests timelines and resources for those individuals who are seeking financial aid. The information in this paper was based on the best available information at the time of publication in March 2000 and reflects information for the 2000-2001 school year. The discussion covers the various types of financial aid, the technical words and phrases used to describe them, and the process involved in their disbursement. Particular attention is given to those expenses that are considered disability-related, and suggestions are made about ways in which some of those expenses may be met. Also included is a brief description of Vocational Rehabilitation (VR) Agencies, the services that they may provide, and the interaction between the state VR agency and the financial aid office of a postsecondary institution. Finally, suggestions are offered about additional possibilities for financial assistance. (CR)

ED 443 213   EC 307 905

Renzulli, Joseph S.
Construyendo un Puente entre la Educacion del Dotado y el Mejoramiento Escolar Integral. Resumen. La Serie de Decision Basada en la Investigacion (Building a Bridge between Gifted Education and Total School Improvement. Summary. Talent Development Research-Based Decision Making Series).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 33p.; Adapted from the complete English version; see ED 388 013.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.

(055)
DESCRIPTORS- *Access to Education; Accessibility (for Disabled); Accountability; Admission Criteria; *Admission (School); *Charter Schools; *Civil Rights Legislation; Compliance (Legal); Court Litigation; *Disabilities; Disability Discrimination; Educational Legislation; Elementary Secondary Education; Eligibility; Enrollment; Federal Legislation; Financial Support; Language Minorities; Limited English Speaking; Mainstreaming; Public Schools; *School Responsibility; Student Participation; Student Placement; Student Recruitment
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Educ Act Amend 1997

Designed to assist charter school developers and operators, this question-and-answer publication provides general information that covers a broad range of federal civil rights issues related to public charter schools. Sections of the document discuss: (1) the growth of public charter schools and federal agencies that oversee charter schools; (2) responsibilities for civil rights compliance; (3) recruitment and admissions and nondiscrimination; (4) schools affected by desegregation plans or court orders; (5) selection of facilities to provide access to students with disabilities; (6) educating students with limited-English proficiency, federal funds available to help educate students with limited-English proficiency, and parental information requirements; and (7) educating students with disabilities, the rights of students with disabilities to a free, appropriate public education, federal funds that are available to help meet obligations to educate students with disabilities, protections under Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act 1997, and least restrictive environment placement requirements. The document closes with a list of U.S. Department of Education Office for Civil Rights Enforcement Offices. (Contains 30 references.) (CR)

ED 443 234   EC 307 928

Miller, Phyllis, Ed.
Will Going to School Allow Him To Reach the Top?
PUB DATE- 98
NOTE- 104p.; Theme issue. Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Ability Grouping; Ability Identification; *Cluster Grouping; Educational Discrimination; Elementary Secondary Education; *Equal Education; *Gifted; *Homogeneous Grouping; *Track System (Education)

This issue of a research journal on gifted education explores different perspectives on tracking in schools, the difference between equity and equality, whether equity is the enemy of excellence, and how all can be treated equally if some people are more intelligent than others. Specific articles include: (1) "Inequity in Equity: How 'Equity' Can Lead to Inequity for High-Potential Students" (Camilla Persson Benbow and Julian C. Stanley), which discusses the dumbing-down of curriculum, equating aptitude and achievement testing with elitism, and provides recommendations for creating positive change; (2) "Detracking America's Schools: The Reform without Cost?" (Dominic J. Brewer, Daniel I. Rees, and Laura M. Argys), which explores the costs of detracking in terms of student performance; (3) "Detracking and Its Detractors: Flawed initially evaluated or re-evaluated and placed in special education; (4) the ability of parents to seek an independent educational evaluation; (5) educational surrogate parents; (6) transfer of rights at age of majority; (7) the rights of parents to see or request copies of a child's school records and to have them changed or removed; (8) determination of appropriate disciplinary procedures for students with disabilities; (9) the ability of parents to seek mediation if they disagree with special education testing, services, or placement; (10) the ability of parents to file a written complaint if a school district/agency is violating special education requirements; (11) impartial due process hearings; and (12) private school placements. (CR)

ED 443 254 EC 307 950

Todis, Bonnie; Sohlberg, McKay Moore; Glang, Ann
Making the IEP Process Work for Students with Brain Injuries.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Collection; *Educational Planning; *Head Injuries; *Individualized Education Programs; Meetings; *Neurological Impairments; Parent Teacher Conferences; Secondary Education; *Student Participation; Teamwork

This manual is designed to be used for any kind of student-centered planning for secondary students with brain injuries, including the Individualized Education Program (IEP) required for every student who is found eligible for special education. The manual provides questionnaires, observation forms, and procedures to help the education team gather information and prepare the student to be an active participant. Strategies are given for conducting focused, efficient, and effective meetings that identify student goals, prioritize student needs, and involve the educational team in an action plan. The complex needs of students with brain injuries are the focus of this manual, but the process can be used for problem solving and program planning for any student with disabilities. The first part of the manual describes steps for gathering information, including: (1) distribute information forms to teachers; (2) send parent information form home; (3) collect forms; (4) interview student; (5) get information if needed; (6) observe if possible; and (7) put it all together. The second part of the manual provides steps for running IEP meetings and developing an action plan. Relevant forms and handouts are also provided. (CR)

ED 443 255 EC 307 951

Policy for the Appointment of Surrogate Parents for Special Education Services.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Advocacy; Child Welfare; Conflict Resolution;

Gandara, Patricia
Review of Research on the Instruction of Limited English
  Proficient Students: A Report to the California Legislature.
PUB DATE- 97
NOTE- 31p.; For related document see FL026180.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs;
  *Educational Policy; Elementary Secondary Education; *English
  (Second Language); Instructional Effectiveness; Language
  Acquisition; Language Minorities; *Language Proficiency;
  Language Teachers; *Limited English Speaking; Minority Groups;
  Parent Participation; Politics of Education; Second Language
  Instruction; Second Language Learning; Spanish Speaking;
  Student Evaluation
IDENTIFIERS- California; Proposition 227 (California 1998)

This report was written at the request of the Latino caucus of the California State Legislature and was completed as the debate surrounding Proposition 227--a measure requiring a substantial cutback in special services to limited-English-proficient (LEP) students in California public schools--was getting underway. The impetus for the report was to rebut arguments that bilingual education had failed. The task of this report is not to present all sides of the issue, but to present the best case in favor of bilingual education. It is concluded that while no single program is best for all children under all circumstances, a well-implemented bilingual program can provide outcomes at least as positive as a well-implemented English-only program, and has the added advantage of potentially providing students with a second language. The report begins with background information on California's K-12 student population and discusses the following issues: how LEP students are served; the status of the LEP teaching force; what is known about how LEP students learn; what is known about the effectiveness of instruction for LEP students; measurement issues; the cost of instruction for LEP students; parent involvement and home influence of LEP students; the current state of assessment of LEP students; and the policy implications of this research. Numerous references are appended. (Contains 40 references.) (KFT)

ED 443 277   FL 026 315

Barbara, Leila, Ed.; Rajagopalan, Kanavillil, Ed.
Revista de Documentacao de Estudos em Linguistica Teorica e
  Aplicada, 1999 (Journal of Documentary Studies in Linguistic
  Theory and Application, 1999).
PUB DATE- 99
NOTE- 930p.
LANGUAGE- English; Portuguese
EDRS Price- MF06/PC38 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports -
  Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- *Applied Linguistics; Dialects; Foreign Countries;
  Grammar; Language Acquisition; *Language Research;
  Metalinguistics; Morphology (Languages); Phonology; Portuguese;
  Psycholinguistics; Second Language Instruction; Second Language
  Learning; Semantics; Semiotics; Sociolinguistics; Syntax;
  Uncommonly Taught Languages
IDENTIFIERS- *Brazil; *Portuguese (Brazilian)

These issues include the following articles: "Portuguese Philology in Brazil" (Heitor Megale, Cesar Nardelli Cambraia); "Implications of Brazilian Portuguese Data for Current

DESCRIPTORS- Classroom Techniques; College Students; *Cooperative Learning; *Course Descriptions; Elementary Secondary Education; *English (Second Language); Higher Education; Methods Courses; *Preservice Teacher Education; Second Language Instruction; Second Language Learning; Teacher Educator Education; *Teaching Methods

This syllabus is designed for a 15-week, advanced level undergraduate course in foreign language teaching methods. Students in this course would have already had coursework in second language teaching and learning, second language acquisition and development, and other methods courses. The syllabus aims to give information about what cooperative learning is and how it can be used effectively in a classroom. The students will understand the strengths and weaknesses of this method and improve their critical thinking on its implementation. By the end of the course students should have the perspective to judge how cooperative learning can be promoted, what cooperative learning's potential is for changing how learning takes place, how children interact with one another, and how individual educators can become more reflective and skilled in implementing cooperative learning in the classroom. Included are a list of course materials (each book is briefly described), outside resources on cooperative learning (newsletters, organizations, World Wide Web listserve and links), course objectives, course procedures, and an explanation of assignments and grading. For each week, reading assignments and learning goals are provided. (Contains a 23-item annotated bibliography on cooperative learning.) (KFT)

ED 443 297 FL 026 337

Hau, Kit-Tai; Marsh, Herbert W.; Kong, Chit-Kwong; Poon, Andrew Chung-Shing

Late Immersion and Language of Instruction (English vs. Chinese) in Hong Kong High Schools: Achievement Growth in Language and Nonlanguage Subjects.

PUB DATE- 00

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Achievement Gains; *Chinese; *English (Second Language); Geography; High School Students; High Schools; History; *Immersion Programs; *Language of Instruction; Longitudinal Studies; Mathematics; Sciences; Second Language Instruction; Second Language Learning; Secondary Education

IDENTIFIERS- Academic Language; *Content Area Teaching; *Hong Kong

This study examines how instruction in the first language (L1), Chinese, and in the second language (L2), English, affects a large sample of students' academic achievement in L1, L2, and content, nonlanguage school subjects, including mathematics, science, geography, and history, in their first 3 years of high school. For all four content area subjects, to a lesser extent in mathematics, late immersion in English as the language of instruction had negative effects that did not vary with initial general ability; were slightly smaller for students initially more proficient in the second language; declined slightly over time for some subjects; and were counteracted somewhat by particularly strong English-language courses. Immersion in English had positive effects on English and, to a lesser oral reports. Appended are a glossary and four examples of the same data in: a standard narrative in memo form; a table with explanatory information in footnotes; a vertical bar chart; and a three-dimensional vertical bar chart. This monograph also includes an electronic appendix at http://airweb.org/publications/EffectiveReporting.html which reproduces the graphics in color. (Contains 40 references.) (SM)

ED 443 316 HE 033 071

Diotalevi, Robert N.
Copyright Dot Com: The Digital Millennium in Copyright.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Distance Education; Downloading; *Fair Use (Copyrights); Federal Legislation; Higher Education; *Internet; Legal Responsibility; World Wide Web
IDENTIFIERS- *Copyright Compliance; *Digital Millennium Copyright Act 1998

This paper examines copyright issues vital to education. It explores copyright in terms of both statutory and case law, and in particular in relation to the Digital Millennium Copyright Act (DMCA), which is a complex set of rules and regulations that affects anyone involved in copyright. Among the new issues are the impact of technology and the Internet on copyright law. The first section of this report examines the basics of copyright, defining such terms as originality, expressions and fixation, ownership, registration, and duration, and discusses the fair use doctrine. The next section examines issues related to technology, including Web-related issues and permission. The third section explores the Act, covering implied license, institutional service providers, and criminal consequences and liability. References to cases and examples are given throughout the text. A concluding section suggests that if educators are to advance in the digital age, they must compromise between right and rule and between freethinking and structured regulation. An appendix provides a list of university Web sites dealing with copyright issues. (Contains 58 case references.) (SM)

ED 443 317 HE 033 072

Hall, Clover
African American College Students at a Predominantly White Institution: Patterns of Success.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Institutional Research (39th, Seattle, WA, May 30-June 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Black Students; *Catholic Schools; *College Freshmen; *Educational Environment; Grades (Scholastic); Higher Education; Qualitative Research; School Holding Power; Statistical Analysis; Student Attitudes; Student Attrition; Student Characteristics; Student

health and literacy; the SREB Fact Book on Higher Education; the role of the SREB State Services office; and the High Schools That Work school reform initiative. Appended to the report are lists of SREB Board members, SREB advisory groups, and SREB staff. (SM)

ED 443 335   HE 033 091

Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms. Executive Summary.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Law School Admission Council, Princeton, NJ.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College Students; Cultural Awareness; Cultural Differences; Cultural Pluralism; Culture Contact; *Diversity (Student); Educational Quality; Heterogeneous Grouping; Higher Education; Institutional Environment; Institutional Mission; Minority Group Teachers; *Student Attitudes; *Teacher Attitudes; Women Faculty
IDENTIFIERS- Macalester College MN; University of Maryland College Park

This report summarizes findings from three studies of college teachers' and students' attitudes toward and experiences with racial and ethnic diversity, which are based on surveys of faculty at leading U.S. research universities; a survey of faculty at Macalester College (Minnesota); and a case study of three interactive, multiracial/multiethnic classrooms at the University of Maryland, College Park. Empirical evidence from the three studies offers strong educational reasons for universities to recruit and admit diverse student populations. The study found that: over two-thirds of faculty surveyed believed their universities valued racial and ethnic diversity; nearly all indicated that neither the quality of students nor the intellectual substance of class discussion suffered from diversity; faculty believed that diversity helped all students achieve academically; and most faculty felt well-prepared to teach diverse students and comfortable doing so. Women faculty, politically liberal faculty, and minority faculty had the most positive views of the benefits of diversity. Most U.S. liberal arts colleges have as a core mission a range of developmental outcomes that emphasize social, personal, and ethical goals, and over half have tolerance and diversity as central to their missions. Both faculty and students believed that the broader range of ideas and perspectives brought by diverse students increased the educational possibilities of classrooms and enhanced educational outcomes. (SM)

ED 443 336   HE 033 092

Obiekwe, Jerry C.
The Multidimensional Character of Teaching Effectiveness: A Comparative Analysis of Student Evaluation Responses of Full and Part-Time Faculty.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Conference of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Colleges; Research Universities; Resistance to Change; School Community Relationship; Teacher Role; *Time Management
IDENTIFIERS- *Faculty Service; *Japan

This report seeks to help institutions manage change by examining college faculty use of time for and contributions to the community in Japan. The report combines the results of two surveys conducted in the national universities, one across a number of universities which compared faculties of engineering with other faculties and one which included all faculty in a large university, with a third survey, which focused on a sample of private and public universities. Chapters include: "Introduction," "A Survey of Engineering and Other Faculties in National Universities," "A Survey of All Faculties in a National University," "Uses of Time in National Universities," "A Survey of Use of Time in Private and Public Universities," and "Comparison of the Uses of Time in the National, Private and Public Universities." The study found that, overall, the national universities, with their strong research tradition, play a major role in community service, but it is only through the contributions of public and private universities that a balanced spectrum of community activities is achieved. The strength of the entire system was highlighted by high levels of faculty participation. The questionnaire is appended. (SM)

ED 443 355 HE 033 112

Saks, Norma Susswein, Ed.; Killeya, Ley A., Ed.; Rushton, Joan, Ed.
A Study Skills Curriculum for Pipeline Programs.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 00
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations; Allied Health Occupations Education; Career Counseling; College Bound Students; College Students; *Compensatory Education; Economically Disadvantaged; Educational Opportunities; *Educationally Disadvantaged; Higher Education; Minority Groups; Remedial Programs; Science Education; *Study Skills; Technology Education; *Transitional Programs; Undergraduate Study
IDENTIFIERS- *University of Medicine and Dentistry of New Jersey

This study skills curriculum is part of a "pipeline" program designed to recruit, matriculate, and graduate educationally disadvantaged students at the University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School (UMDNJ-RWJMS). It is an integral part of the Biomedical Careers Program (BCP) and the Science Enrichment Program (SEP) and offers diagnostic evaluation, individual study skills assistance, learning strategies sessions, and test-taking strategies. The BCP is an eight-week summer program combining science course work, laboratories, and study skills instruction; it is offered to underrepresented minority and economically disadvantaged undergraduate students who wish to pursue careers in health fields. The Science Enrichment Program (SEP) is a six-week summer program for high school juniors or seniors who are interested in science or healthcare careers; it is anticipated that SEP enrollees would later be eligible for the BCP. Following the Introduction, the first sections of the that support an affirmative action and examines the question of whether there is an effective surrogate for race, concluding that only through affirmative action can adequate services be provided to minority communities. (CH)

ED 443 373 HE 033 138

Moorhouse, Dian R.
A Cross-Sectional Study of Graduation Rates by Major for the NSU 1994 Student Cohort.
PUB DATE- 00
NOTE- 74p.; For related NSU documents, see HE 033 139-140.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Graduates; College Outcomes Assessment; Comparative Analysis; Degrees (Academic); Graduate Study; Graduation; Higher Education; *Outcomes of Education; School Holding Power; Tables (Data); *Time to Degree; Trend Analysis; Undergraduate Students
IDENTIFIERS- *Nova Southeastern University FL

This study provides a cross-sectional analysis of graduation rates and persistence for enrollees in major degree programs at Nova Southeastern University (NSU) (Florida). The population for the study comprised all students (n=13,887) enrolled in extant majors as of fall 1994. The study was designed to identify two subgroups for each major: students who had graduated as of August 31, 1999 and students who were still enrolled. Findings reflect a wide range of both graduation rates and overall rate of persistence. Graduation rates for 56 majors range from 32 to 100 percent; majors reflecting the highest overall rates of persistence (90 percent or higher) were those that prepare students for careers in the professions. Sections of the report are titled: introduction (overview of recent studies, longitudinal studies, cross-sectional studies, comparison of NSU's performance with national trends); definition of the study population; methodology; data organization; results and analysis of findings; summary; and implications for further study. Twenty-one data tables are grouped as follows: majors by academic unit and level; rate of persistence by major, by degree level, and by academic unit; and comparative rates of graduation by major, by degree level, and by academic unit. (Contains 26 references.) (CH)

ED 443 374 HE 033 139

Fredda, Jeffrey V.
Comparison of Selected Student Outcomes for Internet- versus Campus-Based Instruction.
PUB DATE- 00
NOTE- 33p.; For related NSU documents, see HE 033 138-140.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Graduates; College Outcomes Assessment; Comparative Analysis; *Computer Uses in Education; *Distance Education; *Educational Technology; *Extension Education; Graduate Study; Higher Education; Internet; Nontraditional Students; Online Systems; *Outcomes of Education; School Holding Power; Tables (Data); Undergraduate Students

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Communication (Thought Transfer); *Computer Assisted Instruction; *Computer Mediated Communication; Constructivism (Learning); Educational Technology; Elementary Secondary Education; Interaction; Internet; Knowledge Level; Social Influences

This issue of "Tap into Learning" continues an exploration of ways computers can support student learning. As in previous issues, a constructivist learning theory is used as a framework for discussion. This issue examines the notion that social interaction plays an important part in the construction of knowledge. Articles include: "Communication: A Key to Learning," "Connections along the Flyway," "Making It Happen in Your Classroom," "What Does Constructivist Theory Tell Us? The Butterfly Project," and "Communicating on the 'Net: A Selection of Internet Sites." The following six principles that make up a framework for constructivism are outlined: "Learners bring unique prior knowledge and beliefs to a learning situation"; "Knowledge is constructed uniquely and individually, in multiple ways, through a variety of authentic tools, resources, experiences and contexts"; "Learning is both an active and a reflective process"; "Learning is developmental. We make sense of our world by assimilating, accommodating, or rejecting new information"; "Social interaction introduces multiple perspectives on learning"; and "Learning is internally controlled and mediated by the learner." (AEF)

ED 443 393 IR 020 104

Burns, Mary; Adams, Sharon
Using What Learners Know.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.; Theme issue. SEDL's Technology Assistance Program available electronically: http://www.sedl.org/tap.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Constructivism (Learning); Educational Technology; Elementary Secondary Education; Internet; Learning Activities; *Spreadsheets

This issue of "TAP into Learning" focuses on technology-assisted learning activities for students, in particular on those that use spreadsheets. Articles include: "Using What Learners Know"; "Activity: Grade 7 and 8 Math, Social Studies and Language Arts"; "Managing Growth: Collaborative Decision-Making in Urban Planning"; "Spreadsheets"; "Getting Started with Spreadsheets"; and "But Aren't Spreadsheets Just for Math?" A sidebar discusses John Locke's "Essay Concerning Human Understanding." The following six principles that make up a framework for constructivism are outlined: "Learners bring unique prior knowledge and beliefs to a learning situation"; "Knowledge is constructed uniquely and individually, in multiple ways, through a variety of authentic tools, resources, experiences and contexts"; "Learning is both an active and a reflective process"; "Learning is developmental. We make sense of our world by assimilating, accommodating, or rejecting new information"; "Social interaction introduces multiple perspectives on learning"; and "Learning is internally controlled and mediated by the learner." (AEF)

ED 443 394 IR 020 271

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; Educational Development; Educational Environment; *Educational Technology; Elementary Secondary Education; Models; Nontraditional Education
IDENTIFIERS- *Technology Integration; *Technology Role

This paper presents an overview of expectations educators have for computer use in the classroom, followed by a discussion of how technology and curriculum agendas relate (or do not relate) in schools. The paper examines the following questions: Does the introduction of computers into American classrooms affect the curriculum in these settings? What are the dynamics to be considered when technologies and curricula are elements of an educational environment? Do these two phenomena merely coexist within schools, or do they complement or destroy the other? Three possible models which explore the relationships of technology and curriculum are proposed and discussed in detail: (1) Technology as the Curriculum; (2) Curriculum as Technology; and (3) Alternative Vision. Contains 19 references. (AEF)

ED 443 414 IR 020 328

Hartmann, Christopher E.; McFarlane, Doug
The Assimilation of Technology in a Sixth-Grade Classroom: Teacher Learning from the Use of an Open Toolset.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Center for Improving Student Learning and Achievement in Mathematics and Science, Dartmouth, MA.
PUB DATE- 00
NOTE- 41p.; Additional support provided by the Spencer Foundation. Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Educational Resources; *Educational Technology; Grade 6; Instructional Effectiveness; Instructional Materials; Intermediate Grades; *Teaching Methods
IDENTIFIERS- *Technology Implementation

This paper discusses a case study of the implementation of the computer software, "Boxer," in a single sixth-grade classroom. The paper reports on the process of teacher learning accompanying the assimilation of a new technology into this classroom. A case study approach was used because the teacher taught a 4-week class using Boxer to study geometric figures in the plane five times during a single school year to different groups of students. This repetition was used to study change in the teacher's instructional practices over time. Based on the evidence from this single case, three conclusions are drawn that can serve as starting points for further research. First, the use of technology can serve as a resource that helps to increase the presence of student thinking during classroom instruction. Second, new technologies such as Boxer can be assimilated into a teacher's familiar and productive class routines and serve as a resource. Third, the use of technologies that serve as open toolsets (A. A. diSessa, 1997) can support change in the classroom by allowing for flexibility for students and the instructor, and satisfaction. These conclusions are made: online students report greater "community"; face-to-face courses create a potentially coercive environment in which everyone must feel the potential for manipulation and embarrassment; students in traditional classes expect the instructor to do all the work and resist class participation; and many external factors influence grading and the accurate assessment of students in a traditional classroom. (YLB)

ED 442 935 CE 080 319

Heinrich, Cherry; Hunter, Bronwen; Payne, Bob
Working with Visually Impaired Adults: A Guide for Tutors and Trainers.
PUB DATE- 99
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Accessibility (for Disabled); Adult Education; *Curriculum Development; Developed Nations; Foreign Countries; Special Education; *Student Needs; Student Recruitment; *Teaching Methods; *Visual Impairments
IDENTIFIERS- *United Kingdom

This guide is designed to help those involved with the United Kingdom's Workers' Educational Association (WEA) to recognize the learning needs of and to develop teaching methods for students with visual impairments (VIs). Introductory materials cover objectives and how to use the guide. Section 1, "What Do We Mean by VI?" compares preconceptions about VI with reality, describing different degrees of VI and introducing common eye conditions and their effect on the student's learning needs. Section 2, "What Are the Implications for WES Field Staff/Branches?" uses a case study approach that is based on a survey of WEA provision for visually impaired adult students. It follows a new student through the key stages involved in arriving at a WEA class and looks at ways in which the WEA could have facilitated the journey. Section 3, "What Does It Mean for the WEA Tutor?" collects good practice suggestions from the survey, together with advice from experienced tutors and texts. Section 4, "A Trainer's Perspective," outlines the structure and content of a successful course and provides tips on organizing a course. Each section concludes with suggestions for practical tasks to improve the user's knowledge of VI and to assess the quality of policy and practice in provision for visually impaired students. Section 5 contains resources referred to in the main text that are also suitable for use by field staff/branches for tutor training courses or by tutors as performance aids as they apply their learning on the job. (YLB)

ED 442 936 CE 080 322

Kapsalis, Constantine
Literacy Profile of Ontario's Youth. Literacy Ontario.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

This study is part of a regional study in industrial South Wales on the determinants of participation and non-participation in post-compulsory education and training, with special reference to processes of change in the patterns of these determinants over time and to variations between geographical areas. The study combines contextual analysis of secondary data about education and training providers with a regional study of several generations of families in South Wales (a door-to-door survey of 1,104 representative householders), semi-structured interviews, and taped oral histories conducted in 1996-97. This study examines the relationship between patterns of participation in education and training within families and considers the respondents' own explanations for the patterns observed. The analysis uses these three indicators of participation in lifelong learning: the highest lifetime qualification so far; the age of leaving full-time continuous education; and the individual's learning trajectory. The study found that the role of parental background in children's educational attainment and lifelong learning is much stronger than has been posited in other studies. The study found considerable reproduction of learning trajectories within families--strongest among lifelong learners and non-participants, and weakest among delayed and transitional learners. Although the role of family background decreases with age of children, the study suggests that families continue to play a key role in the transition from initial to postcompulsory education and beyond. (Contains 27 references.) (KC)

ED 442 953 CE 080 352

Lee, Lung-Sheng Steven
Technology Education and Its Promotion in Taiwan.
PUB DATE- 00
NOTE- 14p.; Paper was prepared for The Group Training Course in Industrial Technology Education in Fiscal Year 2000, Japan International Cooperation Agency (JICA), Aichi University of Education (AUE) (Japan, July 5, 2000). Color figures may not photocopy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Development; Educational History; Educational Research; *Educational Trends; Elementary Education; Foreign Countries; Higher Education; Integrated Curriculum; Material Development; National Curriculum; Periodicals; Professional Associations; Professional Development; *Program Development; Secondary Education; *Teacher Education; Teacher Improvement; Teacher Workshops; *Technology Education; Trend Analysis; Units of Study
IDENTIFIERS- *Educational Marketing; *Taiwan

Both technology and education are strongly emphasized in Taiwan. Recent educational measures have focused on establishing a more comprehensive compulsory educational system and have included efforts to develop a more pluralistic and refined program of technical and vocational education. Taiwan's national curriculum for 1996-1998 included craft work for elementary school students and various amounts of living technology (LT) for students in junior and senior high school. According to the revised curriculum slated for implementation in 2001, natural science and living technology, social studies, and arts and humanities will be integrated into LT. In the foreseeable future, LT will coexist with natural science (NS) in the

Exclusion.
PUB DATE- 99
NOTE- 373p.; The research for this publication was funded by the Leonardo da Vinci programme of the European communities, the Foundazione Regionale Pietro Seveso, the Government of the Czech Republic, University College Cork, the University of Glasgow, and the University of Helsinki.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Learning; *At Risk Persons; Career Education; *Career Guidance; Case Studies; Education Work Relationship; Educational Needs; Educational Opportunities; Educational Policy; Enrollment Trends; Foreign Countries; Information Sources; Internet; *Lifelong Learning; Needs Assessment; Organizations (Groups); Postsecondary Education; Public Policy; Questionnaires; *Social Isolation; Trend Analysis; *Vocational Education; World Wide Web
IDENTIFIERS- Czech Republic; Finland; Ireland; Italy; United Kingdom

This document contains 7 papers that evolved from 44 case studies of access to vocational guidance for people at risk of social exclusion in 5 European countries. The following papers are included: "Introduction" (Pamela Clayton); "Access to Vocational Guidance in Italy" (Silvana Greco, Marco Maiello); "Access to Vocational Guidance in Ireland" (Mary Ward, Elmer Kelly); "Access to Vocational Guidance in the United Kingdom" (Pamela Clayton, Paul McGill); "Access to Vocational Guidance in Finland" (Eija Makela, Johanna Hulkko); "Access to Vocational Guidance in the Czech Republic" (Robert Troska, Vavrinec Fojcik, D. Machackova, Lenka Sinorova, Miroslav Kostka, Pamela Clayton); and "Conclusions" (Pamela Clayton). The following are among the topics discussed: the problem of social exclusion; the role of lifelong learning and vocational guidance and counseling in preventing social exclusion; barriers to vocational guidance and what can be done to eliminate them; and educational and labor market policies favoring adult groups at risk of social exclusion. Each report also includes case studies and country-specific recommendations. The bibliography contains 305 references. Appended are the following: lists of case study locations and the case studies by target group; interview schedules; and list of 77 useful Web sites. (MN)

ED 442 971 CE 080 388

A Nation of Opportunity: Building America's 21st Century Workforce.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 00
NOTE- 92p.; Final report of the 21st Century Workforce Commission.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Access to Education; Adult Education; Adult Literacy; Advisory Committees; Career Development; Career Planning; Community Colleges; Community Programs; Continuing Education; *Education Work Relationship; Educational Improvement; *Educational Needs; Educational Practices; Educational Trends; Employment Opportunities; Employment Patterns; *Employment Qualifications; Equal Education; Futures (of Society); Immigration; *Information

(Brigitte G. Valesey); and "The American Technology Honor Society" (Rosanne T. White). Unit III: Our 21st Century Agenda consists of Essays 19-37, entitled "Technology Education Supervisors: An Endangered Species?" (Jerry Balistreri); "Self-Renewal: Appreciating Yesterday, Celebrating Today, Anticipating Tomorrow" (M. James Bensen); "Blurring the Boundaries" (Rodney L. Custer); "Standards-Based Reform for Technology Education" (William E. Dugger, Jr.); "Teachers for Tomorrow" (William D. Greer); "The Age of Virtual Reality" (Richard Grimsley); "Envisioning the Whole Technologist" (Patricia A. Hutchinson); "The State Supervisor's Role in Managing National Change" (Gregory C. Kane); "A Curriculum at Risk? The Identity Crisis Continues..." (Linda Rae Markert); "The Changing Demographics in Technology Education" (Charles A. Pinder); "From Fluid Mechanics to Fluid Intelligence" (William S. Pretzer); "Power Play or No Play?" (Mark Sanders); "Know Where You're Going!" (Anthony E. Schwaller); "Technology Education for Some Americans?" (Michael L. Scott); "Do We Teach Technology? Yes, But We Also Teach Kids!" (Richard D. Seymour); "Concepts in Technology: Seeing the Order in the Chaos" (Marc J. de Vries); "Pursuing Profound Understandings in Technology" (Kenneth Welty); "Technology with a Human Face" (Robert C. Wicklein); and "Technology Education as an Integrator of Science and Mathematics" (Karen F. Zuga). Unit IV: A Call to Action has Essay 38, entitled "The New Millennium: A Time for Change" (G. Eugene Martin). An index is provided. (YLB)

ED 442 989   CE 080 429

Taylor, Edward W.
Fostering Transformative Learning in the Adult Education Classroom: A Review of the Empirical Studies.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the International Conference on Transformative Learning (3rd, New York, NY, October 26-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Critical Thinking; *Experiential Learning; Group Dynamics; Humanistic Education; Learning Theories; Literature Reviews; Self Concept; Teaching Methods; *Transformative Learning
IDENTIFIERS- Empirical Methods; Mezirow (Jack)

The practice of fostering transformative learning was reviewed from an empirical perspective. In the literature, much support was found for Mezirow's ideals for promoting rational discourse and critical reflection, two of the three interrelated components he identified as central to the process of fostering transformational learning. Other factors of equal importance were identified, including fostering group ownership and individual agency; providing intense shared experiential activities; developing an awareness of personal and social contextual influences; promoting value-laden course content; capitalizing on the interrelationship of critical reflection and affective learning; and recognizing the demand of time. These significant concerns that warrant serious discussion and future research emerged from the review: the challenge of establishing authentic and helping relationships with students in the classroom when fostering transformative learning; the challenge of engaging and promoting affective learning; the need for clarification of what is unique about fostering

Primary and Secondary Education" (Anthony Korwin, Joan Haas); "Teacher Professionalism in Higher Education" (John R. Wright); "The Chairperson's Role as a Professional in Higher Education" (Michael L. Scott); and "The Administrator's Role as a Professional in Higher Education" (M. James Bensen). Section 5: Professionalism for the Future contains: "The Professional's Role in Strategic Planning" (A. J. "Art" Rosser) and "Fostering a Professional Culture in Technology Education" (David H. Devier). Keynote addresses and papers include reference lists, and the book is indexed. (KC)

ED 443 006 CE 080 456

Hudis, Paula M.
Building Linkages: Making Integrated Standards Work for Education and Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Articulation (Education); *Education Work Relationship; *Educational Needs; *Educational Practices; Health Occupations; Health Personnel; Industrial Education; *Institutional Cooperation; *Integrated Curriculum; Manufacturing; Postsecondary Education; *School Business Relationship; Secondary Education; Standards; Technology Education; Vocational Education

This report is designed to help state and local policymakers and practitioners understand the goals behind integrating academic and technical standards and the processes three national partnerships used to develop, test, and implement them in the context of curriculum reform. The first chapter of the report defines and describes integrated standards and how they can serve the needs of both education and industry. Chapters two, three, and four provide detailed descriptions of integrated standards activities in the three Building Linkages consortia (the Health Science Collaborative, the Manufacturing Linkages Consortium, and the Far West Project). The final chapter identifies the challenges and opportunities facing the consortia as they move forward with their work to expand the use of these standards in education and industry. (Contains 10 references.) (KC)

ED 443 007 CE 080 457

Boreham, N. C.; Lammont, Norma
The Need for Competencies Due to the Increasing Use of Information and Communication Technologies. CEDEFOP Panorama.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Communications; Developed Nations; *Employment Potential; Foreign Countries; *Information Technology; *Job Skills; *Organizational Change; Postsecondary Education; Secondary Education; Technological Advancement; *Vocational Education
IDENTIFIERS- Europe; Informatization; Learning Organizations

The widespread introduction of information and communication

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Standards; Adult Education; Competency Based Education; Computers; Databases; Desktop Publishing; Education Work Relationship; Employment Qualifications; Information Processing; Job Analysis; *Job Skills; Occupational Clusters; *Office Occupations Education; Office Practice; *Performance Based Assessment; Postsecondary Education; Secondary Education; Spreadsheets; *State Standards; Statewide Planning; Student Certification; *Student Evaluation; *Word Processing

IDENTIFIERS- *Illinois

This document with skill standards for the information processing cluster serves as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These 49 occupational skill standards describe what people should know and be able to do in an occupational setting. Each skill standard contains at least these three areas: performance area (summary of work to be performed); skill standard with conditions of performance, work to be performed, and performance criteria; and performance elements and assessment criteria. These sections may also be included: performance area and assessment and credentialling approach. Introductory materials include the developmental process; assumptions for information processing standards; table of contents; and performance skill levels. Skill standards are divided into these areas: word processing; machine transcription; basic office operations; basic data processing; computer file manipulations; office procedures; document processing; database and spreadsheet operations; computer applications; office assistant duties; and perform information processing activities. Appendixes include a glossary; lists of committee and council members; and workplace skills. (YLB)

ED 443 024 CE 080 482

Illinois Occupational Skill Standards: Landscape Technician Cluster.

SPONS. AGENCY- Illinois State Board of Education, Springfield.

PUB DATE- 98

NOTE- 44p.; For other Illinois Occupational Skill Standards, see CE 080 474-492.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Standards; Adult Education; Agricultural Education; Competency Based Education; *Disease Control; Education Work Relationship; Employment Qualifications; Floriculture; Fungi; Grounds Keepers; Job Analysis; *Job Skills; *Landscaping; Occupational Clusters; Ornamental Horticulture Occupations; *Performance Based Assessment; Pesticides; Pests; Plant Growth; Postsecondary Education; Secondary Education; Site Development; *State Standards; Statewide Planning; Student Certification; *Student Evaluation; Weeds

IDENTIFIERS- *Illinois

This document of skill standards for the landscape technician cluster serves as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for

*Drug Rehabilitation; Group Therapy; *Intervention; Mental Health; *Outcomes of Treatment; *Substance Abuse
IDENTIFIERS- Humanistic Psychology; *Solution Focused Brief Therapy

This TIP, on the best practice guidelines for treatment of substance use disorders, was compiled from an increasing body of research literature that documents the effectiveness of brief interventions and therapies in both the mental health and substance abuse treatment fields. It links research to practice by providing counselors with up-to-date information on the usefulness of these treatment forms for selected subpopulations of people with substance abuse disorders or for those at risk. The manual states that brief interventions and therapies are less costly, yet effective, in substance abuse treatment. Brief interventions have been found to be effective for a range of problems; they can greatly improve substance abuse treatment by making it available to a greater number of people and by tailoring the level of treatment to the level of client need. This TIP includes sections on brief interventions and therapy in substance abuse treatment, along with sections on brief therapies in the fields of cognitive-behavioral, strategic/interactional, humanistic and existential, psychodynamic, family, and group counseling. Appendixes include "Bibliography," "Information and Training Resources," " Glossary," "Health Promotion Workbook," "Resource Panel," and "Field Reviewers." (Contains 43 figures and approximately 450 resources.) (JDM)

ED 443 042 CG 030 102

Enhancing Motivation for Change in Substance Abuse Treatment. Treatment Improvement Protocol (TIP) Series 35.
PUB DATE- 99
NOTE- 263p.; For other documents in the TIP Series, see CG 030 099-103 and CG 030 130-134.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Modification; *Cognitive Restructuring; Counselor Client Relationship; Counselor Training; *Drug Rehabilitation; Early Identification; Emotional Adjustment; Evaluation; Intervention; *Motivation; *Substance Abuse

This TIP on the guidelines for treatment of substance use disorders is based on a fundamental rethinking of the concept of motivation. It suggests that the cognitive-behavioral approach to treatment requires a different perspective on the problem and on the prerequisites for change, while placing greater responsibility on the counselor whose job now includes engendering motivation. Chapter 1 presents an overview of the concepts of motivation and change and describes the model, developed by Prochaska and DiClemente, upon which this TIP is based. Chapter 2 presents interventions that can enhance clients' motivation. Chapter 3 discusses motivational interviewing, developed by Miller and Rollnick, which can be used to help clients resolve issues related to their ambivalence. Chapters 4 through 7 address the stages of change and provide guidelines for clinicians to tailor treatment to clients' stages of readiness for change. Tools and instruments used to measure change are summarized in Chapter 8. Chapter 9 provides examples of integrating motivational approaches into existing treatment programs. Chapter 10 offers directions for disabilities are included, ClassMaps fosters the academic success of fully-included students with disabilities without singling them out for pull-aside services. This paper describes the process of validating the model in elementary schools and discusses how collaborative consultation has been employed. The field test involved creating a valid, reliable, and user-friendly downward extension of the model of mental health services for primary level students. The surveys used examined student-teacher relationship, home-work relationship, peer relationships, academic efficacy, and self-determination. Overall, results appear promising. The consultation process involved having consultants participate in a classroom and then rating their observations. Later on, teachers and consultants met so that teachers could ask questions and express concerns about the probes being used in the study. At the end of the project teachers appeared to be moderately satisfied. Directions for the future of ClassMaps are discussed. (MKA)

ED 443 062 CG 030 140

Roberts, Donald F.; Christenson, Peter G.
"Here's Looking at You, Kid": Alcohol, Drugs, and Tobacco in Entertainment Media. A Literature Review Prepared for The National Center on Addiction and Substance Abuse at Columbia University.
SPONS. AGENCY- Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; Content Analysis; *Drinking; *Drug Use; *Literature Reviews; *Mass Media Effects; Music; Television; *Tobacco
IDENTIFIERS- *Entertainment Industry; Movie Attendance

Over the past several decades, both health researchers and communication researchers have worried about the degree to which media seem to legitimize, glamorize, or otherwise encourage a variety of health-related risk behaviors, and conversely, the degree to which media can be used to help prevent these behaviors. These behaviors have ranged from poor dietary habits, violence, and unsafe sexual practices, to the primary concern of this review: consumption of such risk-related substances as alcohol, tobacco, and illicit drugs. The fundamental premise of such concerns is that to the extent that young audiences encounter media portrayals of substance use, their health-related beliefs, attitudes, and behavior may be influenced-for better or for worse, depending on the nature of the portrayal. This report examines research on the frequency and nature of media portrayals of the use of alcohol, tobacco, and illicit drugs, and--more briefly--the few studies that have examined the effects of exposure to such portrayals, particularly effects on children and adolescents. Results show that for television, alcohol remains the substance most likely to be portrayed; tobacco use has decreased markedly from the 1950s through the 1980s, yet has risen during the 1990s; and illicit drug use portrayals appear to be more frequent now than in the 1970s. Results for movies show that alcohol consumption occurs in almost all movies and has for many years; tobacco-use trends appear to parallel those for television; and illicit drugs seem to parallel the increase seen in television. Seventeen percent of current songs make reference to alcohol, 3% refer to tobacco use, and 18% include references to drugs.

Smith, Vivienne
Everyone's a Criminal? Reflections on Critical Reading in the Primary Classroom.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (Warwick, England, July 7-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Comparative Analysis; *Critical Reading; Elementary Education; Ethnography; Foreign Countries; Reading Research
IDENTIFIERS- *England; Guided Reading Procedure; *Reading Behavior

Richard Hoggart calls for "creative reading"--meaning "recognizing that some books are better than others." Those influenced by Paulo Freire call for "critical reading," meaning that what matters is that readers are encouraged to "read the word and the world." Hoggart and Freire give a clear idea of what they think the adult who reads critically can do, but they present their readers as "finished products." But what is it that a child who is learning to read critically does when he/she reads, and how can this be encouraged? An ongoing ethnographic study of reading practices in English elementary schools seeks to shed light on this question. Two episodes from the reading experience of children in two different classes serve as illustrations. The first is a guided reading lesson conducted by the teacher as part of the literacy hour, and the second is a group reading session led by the researcher. Questions in the guided reading lesson are comprehension and socially-oriented questions. Neither type allows the children any control over the reading process. The dynamics of control in the researcher's group reading session are different--the power to respond, to speak, to think rests mostly with the children. Who in either of these episodes is reading critically? Probably no one, but it seems that those children who are able to articulate their thoughts as they read and who know that their comments are valued are more firmly on their way toward critical reading. (Contains 11 references.) (NKA)

ED 443 083 CS 014 017

Edlger, Marlow
Testing versus Functional Approaches in Determining Reading Progress.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; *Evaluation Methods; *Functional Literacy; Norm Referenced Tests; *Portfolio Assessment; *Reading Tests; *Student Motivation
IDENTIFIERS- Functional Assessment

The testing and measurement movement has certainly become important in United States education. Test scores are looked upon as being quite valuable in ascertaining student achievement, especially in the reading curriculum. Percentiles, standard deviations, stanine scores, and other indicators are given to show objectively how well the reading curriculum,

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Emergent Literacy; Foreign Countries; Individual Development; Learning Readiness; *School Readiness; *Social Support Groups
IDENTIFIERS- Australia; *Literacy as a Social Process

This paper focuses on how parents, childcare personnel, preprimary and primary educators, and governments all have a role to play in supporting children's early literacy development. For two decades early childhood and literacy education journals have been filled with explorations about the perennial questions which relate to the relationships between home, childcare, preprimary, and school in the formation of children's early literacy outcomes. Literacy learning is a complex social practice which is shaped by the social and literacy practices in which children engage from 0 to 8 years of age. It is also known that literacy learning does not always occur in a linear and predictable manner, that the different ways children are able to take what is available to them when they go to school is strongly mediated by the literacy experiences they have from the time they are born. This paper draws on "100 Children Go to School," a National Literacy Research project funded by DETYA (Department of Education, Training and Youth Affairs), to explore how some children are able to make a seamless transition to early literacy whilst others, whose everyday home and preschool experiences do not fit with the expectations of preprimary and primary school literacy routines, find this transition far more difficult. It describes how some children go to school knowing much more about words than others. Also, it discusses how children's life circumstances related to family physical and mental health, poverty, and employment impacts on the capacity of some children to take up the literacy opportunities offered by schools. (Contains 16 references.) (Author/NKA)

ED 443 106 CS 014 065

Friel, Brian M.; Kennison, Shelia M.
Displaying Special Characters and Symbols in Computer-Controlled Reaction Time Experiments.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Graphics; Computer Software; *Editing; Higher Education; *Reaction Time
IDENTIFIERS- *Priming Effects; University of Oklahoma

A procedure for using MEL2 (Version 2.0 of Microcomputer Experimental Laboratory) and FontWINDOW to present special characters and symbols in computer-controlled reaction time experiments is described. The procedure permits more convenience and flexibility than in tachistocopic and projection techniques. FontWINDOW allows researchers to design fonts and edit special characters, which can be presented to a cathode ray tube (CRT) using MEL2 to control presentation and reaction time recording. FontWINDOW is a software package that allows the experimenter to very easily customize stimuli to fit the study's needs; MEL2 allows the experimenter the opportunity to present a wide variety of computer-controlled experiments, included, but not limited to, sentence processing, categorization, and priming experiments. A successful implementation involving two graphics fonts in a masked

The Benefits and Challenges of a Student-Designed School Website.
PUB DATE- 99
NOTE- 34p.; The 10 figures are omitted in this version of the document. The figures are in color and represent various web pages, which do not reproduce clearly in black and white. These figures are included in the online version.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Benefits; Instructional Effectiveness; Junior High Schools; *Language Arts; *Multimedia Instruction; Qualitative Research; *Student Participation
IDENTIFIERS- Arizona (Tucson); *Student Led Activities; Technology Integration; *Web Sites

This paper reports a qualitative study in which a small group of 12- and 13-year-old students in a Tucson, Arizona, junior high school designed a school Web site. The study investigated the potential benefits of hypermedia authoring for language arts instruction. Although successful integration of multimedia technology into schools is not without significant challenges, collaborative projects involving Internet publishing can provide an authentic and motivating literacy experience for students. Results indicated that the four traditional language arts processes of reading, writing, speaking, and listening could valuably be expanded to include multimedia-based processes of interpreting and composing. (Contains 10 figures omitted from this version , 3 tables, and 58 references.) (Author/NKA)

ED 443 128 CS 217 202

Gupta, Abha
What's Up wif Ebonics, Y'all?
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Dialects; *Black Students; Classroom Techniques; Elementary Secondary Education; English Instruction; *Language Role; Standard Spoken Usage
IDENTIFIERS- *African Americans

This paper examines the controversy surrounding the use of Ebonics among African American students in schools in the United States, with a twofold purpose: (1) to focus on the primary function of language as a tool of communication that varies in its use according to the social context; and (2) to provide suggestions to teachers of ways to support students' acquisition of standard English without devaluing the nonstandard variants they may have learned in their homes and communities. The discussion is highlighted in the paper with classroom stories, anecdotes, and vignettes. The paper contains the following sections: Introduction; The Ebonics Controversy; Black English: A Dangerous Label; Focus on Function, Not Form; Strategies for Teaching "Conventional" English; A Balanced View of Language; and Useful Links on the Subject of English Variants. Contains 12 references. (Author/NKA)

ED 443 129 CS 217 207

McAvinney, Angie
Improving Language Skills To Incorporate Detail in Student's

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Elementary Secondary Education; Employment; *Employment Opportunities; Higher Education; Job Development; *Labor Market; Private Education; *Public Education; Tables (Data); *Teacher Employment

Public education has been a major growth industry in the 1990s, expanding its employment by nearly 24 percent from 1988 to 1998. The 1.8 million jobs added in state and local government education functions placed this sector third among America's growth industries in the sheer magnitude of its employment rise. This report examines the record of the 1990s, comparing it to the experience of the 1980s. It reviews developments in public education overall, and separately at the state and local levels, in elementary and secondary education, with comparisons for instructional and other staff, and in higher education, libraries and other educational activities. It also explores comparative developments in educational services in the private sector, combining both nonprofit and profit-making education activities. Finally, it looks ahead to some key workforce challenges facing the educational enterprise at the outset of a new decade of demographic transition. The expansion of public elementary and high school employment accelerated in the 1990s, with the largest increase in the South and the smallest in the Northeast. Employment in public institutions of higher education increased in most states, with the largest increases virtually all in the South and West. Substantial growth in public education employment is projected in the years ahead. (DFR)

ED 443 149 EA 030 456

Blair, Leslie
Strategies for Change: Implementing a Comprehensive School Reform Program, Part 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 13p.; Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; Leadership Qualities; Learning Activities; *Learning Strategies; Principals; Public Schools; *Staff Development; Teacher Effectiveness; Teacher Improvement; Team Teaching; *Teamwork
IDENTIFIERS- Comprehensive School Reform Demonstration Program; Elementary Secondary Education Act Title I; Southwest Educational Development Laboratory

Some schools struggle to implement comprehensive school reform, whereas others succeed. The difference usually is that the successful schools use a combination of effective change strategies. This issue lists six strategies for change that can nearly guarantee success: (1) developing an atmosphere and context conducive to change; (2) developing and communicating a shared vision; (3) planning and providing resources; (4) investing in professional development; (5) monitoring and checking progress; and (6) continuing to give assistance. This issue examines the first three strategies a facilitative leader can use to bring about school change through implementation of

Certificate examination scores, a nationally standardized examination taken at 15-16 years of age from a sample of 116 schools. Additionally, a number of measures of pupil outcomes are used: pupil absenteeism, potential dropout, current stress levels, academic self-image, locus of control, and body image. Analyses indicate that school effectiveness must be seen as outcome-specific since schools that promote academic progress among pupils do not necessarily enhance their personal/social development. Higher performing schools tend to have lower absenteeism and dropout rates. An appendix lists derivation of variables. (Contains 14 references.) (DFR)

ED 443 169 EA 030 477

Barley, Zoe A.; Dodson, Sharon
A Study of a Consortium Model To Support School District Systemic Reform.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Demography; Educational Administration; *Educational Change; Educational Finance; Elementary Secondary Education; *Leadership; Models; Professional Development; *Public Schools; *School Districts
IDENTIFIERS- *Systemic Educational Reform

This paper reports the results of a 4-year study of a consortium of 22 school districts undergoing systemic reform. Results are framed in terms of individual district reform status at the end of the 4 years in 6 areas: curriculum, parent-community involvement, classroom practice, professional development, administration and leadership, and system change. As an overall result of the analysis of these areas, districts were identified as low, moderate, or high in reform status. Comparisons were made of reform status and gain in student achievement, provision of additional funding, and demographics of the district. High-reform districts had larger gains in student achievement, but even these gains were less than overall state gains for the same period. Funding presented a mixed picture in terms of reform status. Also included is an appraisal of the consortium model as a means to provide technical assistance to a group of districts. In addition to the data obtained, findings were also derived from a "lessons learned" workshop session conducted at a final conference. Appendices contain explanatory material for reform elements. (Contains 20 references.) (Author/DFR)

ED 443 170 EA 030 478

Wraga, William G.
The Comprehensive High School in the United States: A Historical Perspective.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English

prepaid tuition programs for their children's higher education expenses. The bill also contains two provisions on school building and repair: The first would free $3 billion in school construction bonds for public schools over the next five years. The second would expand from $10 million to $15 million the maximum value a school district could issue in tax-exempt bonds without having to comply with complicated IRS arbitrage rebate rules. The article goes on to list several Senate proposals which would strengthen A Accounts. (DFR)

ED 443 191 EA 030 522

Shokraii, Nina H.
Why Congress Should Overhaul the Federal Regional Education Laboratories and Executive Summary. The Heritage Foundation Backgrounder, Number 1200.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Research; Elementary Secondary Education; *Federal Legislation; Federal Programs; *Financial Problems; Internet; Public Schools; *Research Projects
IDENTIFIERS- Department of Education; Heritage Foundation; National Center for Education Statistics; *Office of Educational Research and Improvement; *Regional Educational Laboratories

Through the U.S. Department of Education's Office of Educational Research and Improvement (OERI), the government seeks to develop quality teaching techniques and encourage school districts across the country to adopt the most successful of them. However, in light of OERI's potential to contribute significantly to the quality of the nation's education, a review of its activities is especially disappointing. Its work is fragmented and apparently vulnerable to politicization and manipulation. This is especially true for OERI's regional education laboratories. By nearly all accounts, what they have produced has been largely irrelevant to the classroom. Their work suffers from research overlap, an overemphasis on service delivery at the expense of quality, and a lack of objectivity and responsible scientific methodology. Moreover, recent reports by the Department of Education's own inspector general have revealed significant mismanagement of federal funds at some laboratories. This paper suggests that laboratory funding should be tied to programs that boost academic outcomes. (DFR)

ED 443 192 EA 030 523

Sheldon, George H.
Financing America's Public Schools. Issue Brief.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Equal Education; *Finance Reform; *Money Management; *Public Schools; *School Districts; School Taxes; Special Education; *State Legislation; Teacher Student Ratio

This paper outlines school finance issues that have emerged due to litigation on the constitutionality of school funding at the

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Curriculum Development; *Curriculum Enrichment; Educational Change; Educational Environment; *Educational Improvement; Elementary Secondary Education; Enrichment Activities; Excellence in Education; *Gifted; Heterogeneous Grouping; Hispanic Americans; Portfolio Assessment; School Restructuring; Spanish Speaking; Student Development; Student Interests; Talent Development; Teaching Models
IDENTIFIERS- Enrichment Triad Model; *Schoolwide Enrichment Model

This monograph addresses the role of gifted education in total school improvement by describing three service delivery components (the Total Talent Portfolio, Curriculum Modification Techniques, and Enrichment Learning and Teaching) and several organizational components of the Schoolwide Enrichment Model (SEM). The report describes how the SEM can serve as a structure for schools trying to develop the talents of all students. It describes each of its three components: (1) the total talent portfolio, a vehicle for systematically gathering and recording information about a student's abilities, interests, and learning style preferences; (2) regular curriculum modification including curriculum differentiation, provision of in-depth learning experiences, and integration of enrichment activities; and (3) enrichment learning through provision of enrichment clusters to multi-age heterogeneous groups of students. The report also addresses schoolwide enrichment and educational reform, key ingredients of school improvement, a gentle and an evolutionary (but realistic) approach to school improvement, and starting the school improvement process. Twelve frequently asked questions about schools for talent development are answered. A glossary is attached. (Contains 25 references.) (CR)

ED 443 214 EC 307 906

Kloosterman, Valentina I.
Socio-Cultural Contexts for Talent Development: A Qualitative Study on High Ability, Hispanic, Bilingual Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Case Studies; *Cultural Influences; *Educational Environment; Elementary Education; Family Environment; Family Influence; *Gifted; *Hispanic American Students; Performance Factors; Qualitative Research; Research Methodology; Student Characteristics; *Student Motivation; *Talent Development; Urban Education

This qualitative study examined personal (socio-emotional, linguistic, and cognitive aspects) and cultural characteristics of 12 high ability, Hispanic, bilingual students in an urban elementary school, their educational experiences, and their home, school, and community environments. Case study research methods, including ethnographic interviews, participant observation, and document review, were employed to gather and analyze data. An in-depth description of each high ability, Hispanic, bilingual student provided a better understanding of his or her affective needs, interests, and abilities, as well as the school and home factors that supported academic achievement, talent development, and bilingualism. The home and

Evidence, Flawed Values" (Robert E. Slavin), which argues against ability grouping; (4) "The Reform without Cost? A Reply to Our Critics" (Dominic J. Brewer, Daniel I. Rees, and Laura M. Argys); (5) "Special Classes for Gifted Students? Absolutely!" (Sally Burton-Szabo); (6) "Untracking and Students' Futures: Closing the Gap between Aspirations and Expectations" (Renee Smith-Maddox and Anne Wheelock); and (7) "Promoting Gifted Behavior in an Untracked Middle School Setting" (Thomas O. Erb, Stephen O. Gibson, and Suzanne E. Aubin). (Articles include references.) (CR)

ED 443 235   EC 307 929

Miller, Phyllis, Ed.
G, Etc.
PUB DATE- 99
NOTE- 93p.; Theme issue. Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Ability Grouping; Cluster Grouping; Creativity; *Educational Research; *Educational Strategies; Elementary Secondary Education; *Gifted; Problem Solving; *Psychological Characteristics; *Talent Development

This issue of a research journal on gifted education explores the concept of intelligence and giftedness, talent development, gifted education, and educational research. Specific articles include: (1) "Spearman Revisited: Contemporary Views of g" (Milton Dehn); (2) "Exceptionally High Intelligence and Schooling" (Ellen Winner), which argues for raising standards for all children and providing advanced classes in the specific domain of advanced ability for gifted children; (3) "Review of Ellen Winner, 'Gifted Children: Myths and Realities'" (Nancy Robinson); (4) "Psychological Aspects of Giftedness" (Camilla Persson Benbow); (5) "Programs for the Gifted Few or Talent Development for the Many?" (John Feldhusen), which discusses the need for students at all ages and grade levels to be provided with challenging and appropriate instruction; (6) "Barriers to Research in Gifted Education" (Dewey G. Cornell), which examines psychological and methodological barriers to more effective research on high ability children and provides positive and negative examples to illustrate some of the pitfalls researchers face in the field; and (7) "Bibliography of Recent Books on Creativity and Problem Solving" (Susan M. Stievater), which contains a list of 90 references. (Articles include references.) (CR)

ED 443 236   EC 307 930

Miller, Phyllis, Ed.
IQ--It's All in the Family.
PUB DATE- 99
NOTE- 112p.; Theme issue. Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Birth Order; Elementary Secondary Education; *Environmental Influences; *Family Environment; *Family Relationship; Foreign Countries; *Gifted; *Intelligence Differences; Performance Factors; Siblings; Television
IDENTIFIERS- Taiwan

This issue of a research journal on gifted education examines a number of research projects that delve into questions of how family life affects intelligence, especially among gifted

*Disabilities; Elementary Secondary Education; *Federal Legislation; Foster Children; Parent Student Relationship; *State Regulation; *Student Rights
IDENTIFIERS- *Michigan; *Surrogate Parents

This policy statement from the Michigan Department of Education interprets federal provisions and the laws of the state as they may pertain to the appointment of surrogate parents for provision of special education programs and services to children with disabilities. It describes the duty of public agencies to assign an individual to act as a surrogate for a child with a disability to ensure that the rights of the child are protected when no parent can be identified. Also, a surrogate parent is needed when the public agency, after reasonable efforts, cannot discover the whereabouts of a parent or when the child is a ward of the state. Procedures for determining whether a child needs a surrogate for the parent and for assigning the surrogate are explained, as well as requirements of the surrogate, delineation of operational responsibilities, procedures for developing and maintaining the parent surrogate resource, and procedures for resolution of conflicts regarding appointment of surrogate parents. (CR)

ED 443 256 EC 307 952

Special Education Considerations in Student Discipline Procedures.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Behavior Problems; Conflict Resolution; *Disabilities; *Discipline Policy; Discipline Problems; Elementary Secondary Education; Expulsion; *Federal Legislation; Illegal Drug Use; In School Suspension; Intervention; School Policy; School Responsibility; School Safety; *Special Education; *State Regulation; Student Rights; *Suspension; Violence; Weapons
IDENTIFIERS- *Behavioral Intervention Plans; *Functional Behavioral Assessment; Individuals with Disabilities Educ Act Amend 1997; Michigan

This policy statement from the Michigan Department of Education interprets federal provisions and the laws of the state as they may pertain to children receiving special education services. It describes disciplinary procedures for students already receiving special education services, students not yet eligible for special education, students receiving a suspension for 10 school days or less, students receiving a suspension for more than 10 days, students removed for bringing drugs or weapons to school, and students removed for dangerous behavior not involving drugs or weapons. Flowcharts are provided for illustrating legal requirements for parental notice, manifestation determination, functional behavioral assessments, and behavior intervention plans. (CR)

ED 443 257 EC 307 953

Ellis, Arthur E.
Memorandum to Michigan State Board of Education on Approval of Policy Framework for the Implementation of Goals for Special Education.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Controversies in Phonetics: Towards Sharpening Articulatory Phonology" (Eleonora Cavalconte Albano); "Morphological Studies in Brazil: Data and Issues" (Margarida Maria de Paula Basilio); "Functionalist Studies in Brazil" (Maria Helena de Moura Neves); "Thirty Years of Generative Grammar in Brazil" (Mary A. Kato, Jania Ramos); "Recent Trends in Brazilian Historical Linguistics" (Rosa Virginia Mattos e Silva); "The Development of Textual Linguistics in Brazil" (Ingedore G. Villaca Koch); "Text and Discourse Studies in Brazil" (Diana Luz Pessoa de Barros); "Sociolinguistic Overview: PEUL's Contribution" (Maria da Concelcao de Paiva, Maria Marta Pereira Scherre); "Brazilian Dialectology: Perspectives" (Suzan Alice Marcelino Cardoso); "Linguistics of Indigenous Languages in Brazil" (Lucy Seki); "Theoretical Outlines: A History of Thirty Years of Semantics in Brazil" (Roberta Pieres de Oliveira); "Pragmatic Studies in Brazil" (Kanavillil Rajagopalan); "Language Acquisition: A Survey of the Research of the Last Thirty Years" (Leticia Maria Sicuro Correa); "Studies on Bilingual Education and Schooling in Brazilian Contexts of Linguistic Minorities" (Marilda C. Cavalcanti); "Photographs of Applied Linguistics in the Field of Foreign Language in Brazil" (Luis Paulo da Moita Lopes); "English for Specific Purposes, English for General Business Purposes and English for Specific Business Purposes" (Orlando Vian Jr.); "The Structure of the Clause in Brazilian Indigenous Languages" (Marcus Aia, Bruna Franchetto, Yonne de Freitas Leite, Marilia Faco Soares, Marcia Damaso Vieira); "Some Notes on Procrastinate and Other Economy Matters" (Jairo Nunes); "Negation: Checking Theory and Linguistic Change" (Lorenzo Vitral); "The Interaction Synchrony/Diachrony in the Study of Syntax" (Angelica Furtado da Cunha); "On the Form of Portuguese Past Participle and the Status of Formal Features" (Maria Lucia Lobato); "Word Sets, Keywords, and Text Contents: An Investigation of Text Topic on the Computer" (Antonia P. Berber Sardinha); "Metalanguage as a Space of Interpretation: Terminology and Atomized Databases" (Clarinda Rodrigues Lucas); "Linguistics and Archaeology" (Pedro Paulo Abreu Funari); "Towards a Semiotics Theory" (Jose Luiz Fiorin); "A Comparative Study of Conference Abstracts" (Javier Garcia-Calvo); "Beginning Portuguese Corpus Linguistics: Exploring a Corpus To Teach Portuguese as a Foreign Language" (A. P. Berber Sardinha); "Some Reflections around a Text Type Psycholinguistic Concept" (Adair Bonini); "The Strategies of Focusing and the Syntax-Phonology Connection" (Carlos Alexandre Gocalves); and "Contribution to the Study of Pseudoprefix in Portuguese" (Paulo Mosanio Teixeira Duarte). Diagrams, tables, charts, and scholarly references appear throughout the articles. (KFT)

ED 443 278   FL 026 316

Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet.
PUB DATE- 99
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Letters (Alphabet); *Phonetic Transcription; *Phonetics; *Phonology; Second Language Instruction; Second Language Learning; Speech Language Pathology; Stress (Phonology); Uncommonly Taught Languages

extent, Chinese language achievement, but these effects were small relative to the large negative effects in nonlanguage subjects. Whereas previous research has shown positive effects for early-immersion programs that start in kindergarten where language demands are not so great, negative effects for this late immersion program challenge the generality of these findings to high schools, and perhaps even theoretical models of second language acquisition. The paper begins with a literature review, provides a description of the situation in Hong Kong, presents empirical data, and concludes with an exploration of the educational policy implications. (Contains 45 references.) (KFT)

ED 443 298   FL 801 388

Schwarz, Robin; Terrill, Lynda
ESL Instruction and Adults with Learning Disabilities. ERIC Digest.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Classroom Techniques; *English (Second Language); *Learning Disabilities; Literacy; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- ERIC Digests

This digest reviews what is known about adult English-as-a-Second-Language (ESL) learners and learning disabilities, suggests ways to identify and assess ESL adults who may have learning disabilities, and offers practical methods for both instruction and teacher training. Topics covered in some detail include identifying and diagnosing learning disabilities in second language learning adults, assessing the learners' needs and considering teacher strategies for addressing them, and a review of instructional materials and methods. It is concluded that although a learning disability does not affect all areas of learning, it may have significant impact on the social and work life of the learner. Therefore the field of adult ESL must intensify its efforts to assist learning disabled adult ESL learners and their teachers. Such efforts require more long-term sources of funding for research, specifically in the area of assessment and instruction, training, and assistive technology. (Contains 14 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 443 299   HE 033 052

Bensimon, Estela Mara; Ward, Kelly; Sanders, Karla
The Department Chair's Role in Developing New Faculty into Teachers and Scholars.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 00
NOTE- 212p.; Foreword by William M. Plater.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Motivation
IDENTIFIERS- *African Americans

This study investigated factors affecting the success of African American students at a large, predominantly white, Catholic commuter institution, with approximately 10 percent African American enrollment. The study examined how students perceived campus climate; environmental factors impeding success and contributing to success; the effect of students' perceptions and expectations of the university environment on their experiences; and knowledge and actions successful African Americans used to overcome barriers to academic success. Data for the study included longitudinal academic data for all incoming freshman; focus groups; and one-on-one interviews with successful African American students and recent graduates. Quantitative analysis of the data indicated that for African American students, first semester grade point average was the main determinant of first-year retention; high school average, number of hours spent studying, and self-ratings of drive to achieve were the best predictors of grades in college. There were fewer quantitative differences between high- and low-performing African American students than among white students. Qualitative analysis of factors such as high school experiences, importance of family, on-campus support, faculty and administrators, involvement in ethnic/cultural organizations, and campus climate found that African Americans who persisted into their sophomore year were similar to those who did not; the primary predictor of retention was again first-semester grade point average. (Contains 25 references.) (SM)

ED 443 318   HE 033 073

Blue, Dionne A.
When "They" Are Also "Us": Building Community and Negotiating Culture among Students of Color in Higher Education.
PUB DATE- 00
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cultural Awareness; Cultural Differences; *Diversity (Student); *Educational Research; Graduate Study; Higher Education; *Minority Groups; Program Effectiveness; *Racial Identification; Student Attitudes; Summer Programs

This study examined the impact of the Opening Doors Summer Research Institute, an intensive summer research program designed to reverse negative retention trends among minority college students. The study examined experiences of minority students participating in a research program designed to introduce culturally diverse undergraduates to the world of graduate study, describing how students formed relationships across racial, ethnic, color, and gender lines while learning to conduct educational research. It also examined how the program helped students negotiate identity. Respondents were 20 former program participants from several cohorts (1992-98) who volunteered to participate. Individual and group interviews were conducted with respondents, and documents collected from students during the program (i.e., autobiographical information, weekly journals, program evaluations, and research papers) were examined. Interviews were also conducted with the program facilitator. Results indicated that the program offered

Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; Evaluation Methods; *Full Time Faculty; Higher Education; Multidimensional Scaling; *Part Time Faculty; Predictor Variables; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Test Reliability; *Test Validity
IDENTIFIERS- *Multidimensionality (Tests); Unidimensionality (Tests)

This study compared college students' responses on their evaluations of the effectiveness of full- and part-time college faculty. A group of 1,101 students completed evaluation instruments for all courses taught by full-time faculty, and 2,067 students completed evaluations for all courses taught by part-time faculty in spring 1998. In fall 1998, 1,231 students completed the questionnaire for classes taught by full-time faculty, and 2,580 students completed it for classes taught by part-time faculty. The evaluation instrument consisted of 14 items on teacher effectiveness (e.g., clearly stated course objectives, genuine concern with student progress, well-prepared for class, encourage student questions, and accomplish course objectives). Students' responses were analyzed to investigate the multidimensionality, validity, and reliability of the instrument. Results indicate that the instrument was unidimensional with both full- and part-time faculty. The instrument's reliability, which was relatively high, was the same when used by full-time and part-time faculty to evaluate teaching effectiveness. Results suggest that the instrument could be used to predict student academic performance. The results also indicate that class size and student ratings are inversely related. Nine data tables are included. The questionnaire is appended. (Contains 27 references.) (SM)

ED 443 337 HE 033 093

Performance Plan: Progress Report 2nd Quarter Fiscal Year 2000.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Educational Finance; Educational Technology; *Federal Aid; Federal Government; Higher Education; Job Satisfaction; *Student Financial Aid; *Student Loan Programs; World Wide Web
IDENTIFIERS- *Department of Education

This document is progress report on the U.S. Department of Education's Student Financial Assistance (SFA) programs. Regarding its customer satisfaction objective, SFA notes that it looks to private sector leaders in e-commerce and promotes electronic services; offers electronic filing of the Free Application For Student Aid (FAFSA); offers most school and student publications on the SFA Web site; and makes SFA software available online. An interagency Web site available to students provides information about planning and financing college. Regarding SFA's objective of reducing the overall cost of delivering student aid, the report notes that nearly 1.6 million FAFSAs were filed electronically; students now can receive Personal Identification Numbers which allow them to sign their online FAFSAs electronically; the Y2K transition went smoothly; and SFA received four qualified opinions and one disclaimer of opinion on its fiscal year 1999 financial statements. Regarding SFA's employee satisfaction objective, text present an overview and the detailed curriculum for weeks 1-6 of the SEP. The next sections present overviews and curricula for the BCP level 1 and level 2 programs. Three appendixes contain study skills test taking materials for the SEP and BCP level 1 and level 2 programs. (RH)

ED 443 356 HE 033 114

Inoue, Yukiko; Johnson, Kirk
Diversity and Multiculturalism in Higher Education.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual National Association for Asian and Pacific American Education Conference (22nd, Kailua-Kona, Hawaii, April 11-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Cultural Interrelationships; *Cultural Pluralism; Culture Contact; *Diversity (Faculty); Diversity (Institutional); *Diversity (Student); Higher Education; Institutional Environment; Minority Groups; *Multicultural Education; School Demography; Sex Differences; Sociocultural Patterns; *Teacher Attitudes; Teacher Characteristics; Teacher Surveys
IDENTIFIERS- University of Guam

This paper explored the attitudes of college faculty toward diversity and multiculturalism at the University of Guam, which is characterized by the Department of Education as a minority institution; the faculty, on the other hand, is less diverse (60 percent Caucasian). The research explored the dynamic between the ethnic composition of the student body and the faculty, seeking to determine whether significant differences existed between female and male faculty members; whether there were differences among faculty members of different ethnic backgrounds; and if there was an interaction between gender and ethnicity. A questionnaire mailed to all 205 full-time faculty at the University of Guam (response rate approximately 51 percent) found that females were more cooperative in responding than males. Female faculty were also more interested in issues of diversity and in integrating multicultural perspectives into their teaching than their male cohorts. It was found that minority faculty tended to associate and collaborate in teaching and research with other minority faculty; Caucasian faculty were less inclined to associate or collaborate with other Caucasians and more open to developing relationships with non-Caucasian faculty. The study also noted that amount of teaching experience was negatively correlated with attitudes toward diversity and multiculturalism. (Contains 23 references.) (RH)

ED 443 357 HE 033 115

Belcheir, Marcia J.
The Contribution of College to Student Growth: A Boise State University and National Public Colleges Perspective. Research Report.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

IDENTIFIERS- *Nova Southeastern University FL

This research asked whether there was a difference in student outcomes in courses taught in both Internet-based and campus-based formats. Thirty-four courses were offered in both Internet-based and campus-based formats at Nova Southeastern University (Florida) during fall term 1999, enrolling 1,613 undergraduate and graduate students. Outcomes were evaluated on two dimensions: successful grades (D or better) and course completion rates (completers vs. noncompleters). Statistical analysis revealed that the campus-based format was the most successful for undergraduates, with grades 11 to 13 percent higher and completion rates 14 percent higher. However, undergraduates' final grades were not significantly different in the Internet-based or campus-based formats. Graduate students performed better in Internet-based than in campus-based sections, for grades overall, for completion rates, and for final grades. The study found that both undergraduate and graduate students had high rates of success (greater than 75 percent for grades) and completion (greater than 80 percent). Nova Southeastern compared favorably with other universities on completion rates. Report sections include an introduction, methodology, results, and discussion. Data tables are appended. (Contains 11 references.) (CH)

ED 443 375   HE 033 140

MacFarland, Thomas W.

Changes in Nova Southeastern University's Full-Time Faculty and Part-Time Faculty: Fall Term 1995 to Fall Term 1998.

PUB DATE- 99

NOTE- 77p.; For related NSU documents, see HE 033 138-139.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *College Faculty; *Distance Education; Enrollment; *Faculty Workload; *Full Time Faculty; Higher Education; Institutional Evaluation; Statistical Analysis; Tables (Data)

IDENTIFIERS- *Nova Southeastern University FL; Southern Association of Colleges and Schools

This report presents faculty headcount statistics for Nova Southeastern University (Florida) from fall term 1995 to fall term 1998; the intent of the study was to examine the ratio of full-time faculty to student enrollment in view of accreditation criteria mandated by the Southern Association of Colleges and Schools. A wide variety of data is presented on the size and composition of faculty, both on a "collapsed" basis and by academic center. The data highlight fairly substantial growth of the university's full-time faculty (26.9 percent) relative to a more modest increase in part-time faculty (12.5 percent). Data on the ratio of full-time faculty to fall term student enrollment finds a ratio of 37 students for each faculty member; 50.8 percent of all course sections during fall term 1998 were taught by full-time faculty. Also noted is that in three of the four academic centers with substantial distance education offerings, the ratio of full-time faculty to student enrollment has declined. Sections of the report include an executive summary, introduction (background and purpose of the study), methodology, results, and summary. Approximately 30 data tables are appended. (Contains 15 references.) (CH)

ED 443 376   HE 033 141

Britain, Sandy; Liber, Oleg
A Framework for Pedagogical Evaluation of Virtual Learning Environments.
PUB DATE- 99
NOTE- 44p.; This report was produced as part of the Joint Information Systems Committee (JISC) Technology Applications Programme, which is funded by the Higher Education Funding Council for England, the Further Education Funding Council, the Scottish Further Education Funding Council, the Welsh Funding Councils, and the Department of Higher and Further Education, Training, and Employment.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Mediated Communication; *Computer Software Evaluation; *Computer Software Selection; Computer Uses in Education; Courseware; Educational Environment; Educational Technology; *Evaluation Criteria; *Evaluation Methods; Higher Education; Instructional Effectiveness; Online Systems
IDENTIFIERS- *Technology Integration

Virtual Learning Environments (VLEs) are learning management software systems that synthesize the functionality of computer-mediated communications software and online methods of delivering course materials. This report focuses on how to evaluate the properties, capabilities and orientation of different systems from an educational perspective, and how to determine whether the new technology can be embedded into the teaching and learning context of an institution. Two different models are explored--one from education, the other from systems modeling--as a basis for constructing a pedagogical evaluation methodology for VLEs. The report concludes that among factors slowing the integration of VLEs in higher education institutions is the lack of a coherent framework within which to evaluate both the pedagogical benefits and the organizational changes required to effectively implement it. Another factor includes the extent to which VLEs can currently interact with other existing systems. VLEs are inevitably designed with a pedagogical model in mind that is not usually made explicit. The evaluative strategies in this report are intended to reveal these implicit characteristics, to help educators choose a software system that reflects the way they wish to teach. An appendix provides a summary of the features of several current systems. The Virtual Learning Environments Questionnaire is also provided. (AEF)

ED 443 395 IR 020 273

CNN Newsroom Classroom Guides, July 2000.
PUB DATE- 00
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- *Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of July 2000, provide program rundowns, suggestions for class in response to long-term or emergent goals. Contains 26 references. (Author/AEF)

ED 443 415 IR 020 329

Harmon, Stephen W.; Jones, Marshall G.
A Qualitative Analysis of Situated Web-Based Instruction.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Computer Science Education; *Computer System Design; *Distance Education; Educational Environment; Graduate Study; Higher Education; Internet; Online Systems; World Wide Web

This paper presents results of research on an intensive online graduate level course in Web-based instruction (WBI) delivered via the same medium. The classes, offered concurrently at the University of Memphis and at Georgia State University, provide students with experiences centered around three areas: being a student in an online environment; being a designer and developer of online learning; and being a critic of WBI materials and resources. The results of analysis of the data collected over three semesters of this course are addressed, and findings are discussed in the areas of: synchronous versus asynchronous interaction; the importance of technical prowess; aids and barriers to the establishment of a learning community; and the affective dimensions of WBI. The paper concludes that careful consideration must be made of learners, the environment, and other issues associated with an educational system. Contains 18 references. (AEF)

ED 443 416 IR 020 330

Arquette, Cecile M.; Horton, Julie
The Influence of Current Television Programing on the Maintenance of Female Gender Identity.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; *Females; High School Students; High Schools; Males; *Mass Media Role; Programming (Broadcast); *Role Perception; Sex Bias; *Sex Stereotypes; *Television Viewing

Over the years, it has been shown that television has the tendency to use stereotypical gender imagery, and despite the continuing trend toward political correctness, the same types of gender bias are still very common today. Because of this tendency for bias, television programming continues to be an area of concern, especially in light of the number of hours of television people will watch throughout their lives. This research focuses on high school aged girls and their viewing choices, and the effects of such preferences on the formation and maintenance of their gender roles. A survey, distributed to

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Adult Education; *Adult Literacy; Comparative Analysis; Developed Nations; Foreign Countries; *Individual Characteristics; Older Adults; Outcomes of Education; Performance Factors; Postsecondary Education; Secondary Education; Tables (Data); *Young Adults; *Youth
IDENTIFIERS- *Ontario

This study develops a literacy profile of Ontario's youth (ages 17-25) using data from the International Adult Literacy Survey (IALS). Following an introductory section, Section 2 provides a background on the IALS database and discusses key methodological issues. Section 3 presents an overview of basic literacy statistics. Section 4 compares results across four Canadian regions and across different countries. Section 5 explores differences in literacy among selected youth characteristics. Section 6 looks into the impact of extracurricular activities on the literacy levels of Ontario's youth. Section 7 addresses consequences of low literacy among youth. Section 8 identifies the main conclusions, including the following: (1) Ontario youth have better literacy skills than older Ontarians; (2) the rate of Ontario youth who exceed level 2 in document literacy is about the same as the national average; (3) relative to the national average, Ontario's youth skills are weaker in prose and quantitative literacy; (4) the strongest determinant of youth literacy is the individual's level of education, the second strongest is the mother's education; (5) activities with the strongest positive effect on the document literacy score are attending or participating in sports, using public libraries, taking courses, attending movies, plays, or concerts at least monthly, and limiting time spent watching television; and (6) literacy has an economic payoff. (Data tables are appended.) (YLB)

ED 442 937 CE 080 324

Falk, Ian, Ed.
Lifelong Learning: Literacy, Schooling and the Adult World. Literacy and Learning Series, No. 2. Adult Literacy Research Network.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 99
NOTE- 164p.; For No. 1, see CE 079 696.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; Constructivism (Learning); *Cultural Literacy; Curriculum Development; Developed Nations; Educational Research; *Evaluation; Foreign Countries; Intercultural Communication; *Lifelong Learning; *Literacy Education; Numeracy; Outcomes of Education; Performance Based Assessment; Second Language Learning; Secondary Education; *Sex Differences; Technological Literacy
IDENTIFIERS- *Australia; China

The 12 chapters in this second title in the series expose and explore the following significant issues underlying schooling and its intersection with the adult world outside of school: aspects of knowledge, gender, literacy across culture, and assessing what is learned in school and in the adult world. The chapters are: "Whose Knowledge Gets Constructed in the Learning Process?" (Claire Hiller, Hariklia Hearn-Kokkinos); "Best Practices in Year 2 Literacy Classes" (R. J. Braithwaite); "Negotiation in a Secondary English Curriculum: A Case Study in learning area of NS&LT. Technology education programs are not currently institutionalized in Taiwan's teachers' colleges; however, some colleges have faculty members majoring in industrial or technology education. The following efforts to promote technology education in Taiwan are also under way: (1) technology education research projects funded by the National Science Council; (2) development of unit plans with technology learning activities; (3) technology education periodicals sponsored by educational authorities; (4) a technology performance contest for junior high students; (5) teachers' professional development workshops at various levels; and (6) activities sponsored by the Industrial Technology Education Association. (MN)

ED 442 954 CE 080 353

Transforming Lives, Transforming Communities: A Conceptual Framework for Further Education. ARIS Information Sheet.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Learning; *Curriculum Development; Definitions; *Educational Objectives; Educational Practices; *Educational Principles; Foreign Countries; Learning Theories; Lifelong Learning; Models; Outcomes of Education; Recognition (Achievement); Student Certification; Student Evaluation; Theory Practice Relationship; Transformative Learning
IDENTIFIERS- *Australia (Victoria)

This document, which is intended for adult educators in Victoria, Australia, outlines a conceptual framework for a further education (FE) curriculum based on the principle of transformative learning. First, FE is defined as "general education for adults that gives priority to foundations, preparedness, and pathways," and curricula is described as intuitive, documented, and accredited. Discussed next are the four key principles that constitute the conceptual framework for FE, which are as follows: multiplicity, connectedness, critical intelligence, and transformation. The following four curriculum aspects addressed in the proposed framework are explained: (1) educational practices (assessment, teaching practice and methodology, modes of delivery, evaluation); (2) learning outcomes (subject knowledge; learning to learn; and literacy, language, and/or numeracy); (3) formal and informal recognition outcomes; and (4) pathway outcomes (actions enabling adults to transform their lives and communities). Presented next is an example illustrating how FE teachers can use the framework to plan a new course, expand upon and improve an existing unit of work, and evaluate a course's strengths and weaknesses. Concluding the document is a final example that shows how the four curriculum principles and four curriculum aspects can be used to document an already-existing FE curriculum. (MN)

ED 442 955 CE 080 354

Hagston, Jan

Technology; Internet; Job Skills
IDENTIFIERS- Skill Development; Success; Technological Advancement; Technological Literacy; Training Methods; Trend Analysis; Two Year Colleges; *Vocational Education; Youth Employment; Youth Programs

Advances in information technology (IT) are reshaping the U.S. labor market. The demand for workers who can read and understand complex material, think analytically, and use technology efficiently will continue to increase. Congress established the 21st Century Workforce Commission to assess current and future demand for IT workers and the education and training needed to fill IT jobs. By conducting field hearings and site visits and reviewing pertinent research, the commission identified nine keys to success that leaders at all levels can apply to build a highly skilled workforce prepared for high-technology job opportunities in the 21st century. The keys are as follows: (1) building 21st century literacy; (2) exercising leadership through partnerships; (3) forming learning linkages for youth; (4) identifying pathways to IT jobs; (5) increasing acquisition of IT skills; (6) expanding continuous learning; (7) shaping a flexible immigration policy for skilled IT workers; (8) raising student achievement; (9) and making technology access and Internet connectivity universal. During its work, the commission found many examples of how stakeholders at all levels exerted the leadership to put the keys into practice. (Ten tables/figures are included. Concluding the report are a list of the commission members and 85 endnotes.) (MN)

ED 442 972 CE 080 389

Machanic, Mindy
Gender and Power Issues in On-Line Learning Environments.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Meeting of the International Conference on the Social Impacts of Technology (1st, St. Louis, Missouri, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computer Mediated Communication; *Distance Education; *Educational Environment; Females; Higher Education; Internet; *Online Systems; Secondary Education; Sex Fairness; *Sexual Harassment; Virtual Reality; World Wide Web
IDENTIFIERS- Flaming (Computer Mediated Communication); *Online Courses; Stalking

The Internet (Net) and World Wide Web (WWW) have developed a variety of cultures and communities. Although most early users of the Net (mostly males) were well-intentioned and well-mannered, their social conventions (some blatantly sexist, others in the nature of macho posturing) have continued in many online chat rooms and virtual gaming environments. Women have not always felt welcome or safe in these areas. Gender harassment and invasions of women's online privacy by men has now gone beyond macho posturing and sexist language. Online classrooms now have many of the same problems as the larger world of the Web. Going beyond "flaming" (blasting someone publicly for something said online), stalking is a potential danger for both students and faculty. Flaming that got out of hand and some forms of sexual harassment in online classrooms have been reported. None of the new online learning technologies address the emerging issues of power, gender, and transformative learning; the lack of understanding about transformative learning's impact on student learning; and the ethical issue of fostering transformative learning in the adult higher education classroom. (Contains 36 references.) (YLB)

ED 442 990 CE 080 430

Benn, Roseanne, Ed.
Research, Teaching, Learning: Making Connections in the Education of Adults. Proceedings of the Annual Meeting of the Standing Conference on University Teaching and Research in the Education of Adults (28th, Exeter, England, July 6-8, 1998).
SPONS. AGENCY- National Inst. of Adult Continuing Education, Leicester (England).
PUB DATE- 98
NOTE- 264p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Students; Andragogy; Computer Uses in Education; Education Work Relationship; *Educational Research; Ethnography; *Lifelong Learning; Postsecondary Education; Professional Development; *Student Characteristics; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Australia; Singapore; South Africa; United Kingdom

This document contains 43 papers presented at a conference on research in teaching adults at the University of Exeter, England, in 1998. Among the papers are the following: "Reconstructing Academic Practice: Research and Teaching in a University School of Adult Education" (David Boud); "Researching Adult Education Practice: Paradoxes and Possibilities" (Allie Clemans); "Learning in Virtual Space: Potential and Pitfalls in Electronic Communication" (Mike Davis, Kate Denning); "Becoming Expert: Using Ethnographies of Everyday Learning To Inform the Education of Adults" (Mary Hamilton); "Making Links between Teaching and Research: An Example from an Inquiry into Networked Learning" (Michael Hammond); "The Trinity Ring of Knowledge: Teaching, Learning, and Research" (William Hampton and Danny Mashengele, with Fang Xiao, Conchita Felix-Corrall, Kevin Longmore, Carmen Morales-Guarda, Gillian White); "Informal Practitioner Theory: Eliciting the Implicit" (Yvonne Hillier); "Guidance as Research, Teaching, and Learning" (Anne-Marie Houghton); "Getting Connected: Involving Part-Time Tutors of Adults in Researching Their Own Development" (Ann Jackson); "Adult Learning in Civil Society: Exploring Roles for Adult Educators" (Rennie Johnston); "The Experience of Young Adults in Transition: Making Connections" (Rob Lawy); "College Knowledge: Power, Policy, and the Mature Student Experience at University" (Mark Murphy, Ted Fleming); "Connecting the Personal and the Social: Using Auto/Biography for Interdisciplinary Research and Learning About Experience" (Nod Miller, Linden West); "Professional Development, Teaching, and Lifelong Learning: Is There a Connection?" (Gill Nicholls); "Researching Learning: A United Kingdom/Singapore Comparison" (Janet Parr); "Collaborative Research: A Disturbing Practice" (Nicky Solomon); "Only Connect: Constructing the Compleat Adult Educator/Student" (Malcolm Tight); "Post-Modern Teaching: The Facilitation of Learning" (Li-Jiuan Lilie Tsay); "Lost and Found: 'Cyberspace' and the (Dis)location of Teaching, Learning, and Research" (Robin Usher, Richard Edwards); "The Little Boy and His Antics: Redefining Knowledge in Development Worker Training" (Astrid von Kotze); "Obsessives, Groupies, and technologies (ICT) is affecting the skills needed in employment. Programs of vocational education and training (VET) should ensure people have the wide range of skills needed to be employable in these environments. ICT is spreading into more workplaces as a tool for reorganizing enterprises to ensure they create and exploit knowledge more effectively. Examples of new organizational forms made possible by ICT are telework, distributed workplaces; and virtual organizations. One of the most fundamental ways in which ICT is impacting on work is "informatisation", the ability of new technology to create information about work processes that can be used to either empower or control workers. The identification by policymakers of a widespread need for VET in ICT is based on evidence of skills gaps in organizations that rely heavily on new technology. At the level of individual employees in working environments that make use of ICT, the identification of VET needs depends on a clear definition of skill and the use of appropriate methods for analyzing the requirements of employment. Men tend to dominate more highly paid ICT jobs. The need for competitiveness in organizations in which ICT has been introduced can only be achieved by learning in the workplace in the broadest sense. The learning organization captures this concept. (Contains a 110-item bibliography and 47 Internet and Web resources.) (YLB)

ED 443 008 CE 080 459

Strawn, Julie; Martinson, Karin
Steady Work and Better Jobs: How To Help Low-Income Parents Sustain Employment and Advance in the Workforce. A How-To Guide. ReWORKing Welfare: Technical Assistance for States and Localities.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; Ford Foundation, New York, NY. International Urbanization Survey.; Alcoa Foundation, Pittsburgh, PA.; George Gund Foundation, Cleveland, OH.; James G. Irvine Foundation, San Francisco, CA.; David and Lucile Packard Foundation, Los Altos, CA.; California Wellness Foundation.; Welfare Information Network, Washington, DC.; Ewing Marion Kauffman Foundation, Kansas City, MO.
PUB DATE- 00
NOTE- 176p.; Also funded by the Ambrose Morell Foundation, the Commonwealth of Kentucky, the County of Cuyahoga, Ohio, and the states of Oregon, Washington, and West Virginia.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Ladders; Economically Disadvantaged; *Employment Patterns; *Employment Programs; *Job Placement; *Labor Force Development; Low Income; Parents; Poverty Programs; Program Implementation; *Promotion (Occupational); *Welfare Recipients; Welfare Services
IDENTIFIERS- Welfare to Work Programs

This guide focuses on these two key challenges that states and localities have identified as important for the long-term success of welfare reform and work force development efforts: helping low-income parents sustain employment (steady work) and advance in the work force (better jobs). The guide consists of five parts and is structured to facilitate its use as a resource for policymakers, program administrators, and staff. Part I is an introduction and summary of key points. Part II job acquisition. These 19 occupational skill standards describe what people should know and be able to do in an occupational setting. Each skill standard contains at least these three areas: performance area (summary of work to be performed); skill standard with conditions of performance, work to be performed, and performance criteria; and performance elements and assessment criteria. These sections may also be included: performance area and assessment and credentialing approach. Introductory materials include the developmental process; assumptions for landscape technician cluster standards; table of contents; and performance skill levels. Standards include: market and promote landscape services and products; answer customer questions; plan, design, and price a landscape; install and maintain plants in the landscape; prune plants; and control weeds, pests, insects, diseases, moss, and plant disorders. Appendixes include a glossary; lists of committee and council members; and workplace skills. (YLB)

ED 443 025 CE 080 483

Illinois Occupational Skill Standards: Legal Office Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 98
NOTE- 320p.; For other Illinois Occupational Skill Standards, see CE 080 474-492.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Adult Education; Business Skills; Competency Based Education; Computers; Databases; Desktop Publishing; Dictation; Education Work Relationship; Employment Qualifications; Filing; Job Analysis; *Job Skills; Occupational Clusters; *Office Management; Office Occupations Education; Office Practice; Performance Based Assessment; Postsecondary Education; Secondary Education; *Secretaries; *State Standards; Statewide Planning; Student Certification; *Student Evaluation; Word Processing
IDENTIFIERS- *Illinois; *Law Offices

This document of skill standards for the legal office cluster serves as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These 151 occupational skill standards describe what people should know and be able to do in an occupational setting. Each skill standard contains at least these three areas: performance area; skill standard with conditions of performance, work to be performed, and performance criteria; and performance elements and assessment criteria. These sections may also be included: performance area and assessment and credentialing approach. Introductory materials include assumptions for legal office cluster standards and table of contents. Standards are divided into organization and planning; maintenance of equipment and supplies; legal office activities; general dictation-transcription duties; preparation of legal documents; drafting of legal documents; financial functions; management of records and files; mail handling; basic office operations; information processing activities; word processing; machine transcription; basic data processing; computer file manipulation; document processing; database and spreadsheet operations; and computer applications. Appendixes include a glossary; lists of committee and council members; and workplace future research. Appendixes include "Bibliography," "Screening and Assessment Instruments," "Ordering Information for Assessment Instruments," "Resource Panel," and "Field Reviewers." (Contains 28 figures and approximately 450 resources.) (JDM)

ED 443 043 CG 030 103

Substance Abuse Treatment for Persons with HIV/AIDS. Treatment Improvement Protocol (TIP) Series 37.
PUB DATE- 00
NOTE- 335p.; For other documents in the TIP Series see CG 030 098-102 and CG 030 130-134.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavior Modification; Communicable Diseases; *Counselor Training; *Cultural Awareness; Cultural Differences; *Drug Rehabilitation; Intervention; Public Policy; *Substance Abuse
IDENTIFIERS- Comorbidity

The role of substance abuse in the transmission of HIV and AIDS is clear, and the current trend in the pandemic shows that a disproportionate number of minorities in inner cities are affected or are at risk for contracting HIV. The recommendations and guidelines in this TIP support the creation of a comprehensive, integrated system of care for HIV-infected substance abusers. Challenges facing this approach include bringing together disciplines that traditionally work independently. Providers should identify other programs and agencies with which to network in order to provide care for their clients. Providers must work to develop culturally competent systems of care. This involves making services accessible to and highly usable by the target risk populations. Effective systems will recognize the importance of culture, cross-cultural relationships, cultural differences, and the ability to meet culturally unique needs. Counselors working with HIV-infected substance abusers should also be aware of the variety of both HIV- and substance-induced psychiatric symptoms. It is important to recognize the number of sources from which these symptoms can stem. Treatment programs that do not have the resources to adequately assess and treat mental illness should be closely linked to mental health services to which clients can be referred. Ethical and legal issues are also discussed, as well as funding and policy considerations. (Contains 11 appendixes, approximately 500 resources, and 49 figures.) (JDM)

ED 443 044 CG 030 106

Sottile, James M., Jr.; Brozik, Dallas
Ethical Behavior and Human Development among Male and Female Graduate and Undergraduate College Students.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Clearwater, FL, February 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers

Recommendations for future research are discussed. (Contains 55 references.) (MKA)

ED 443 063 CG 030 141

Kane, Harrison; Taub, Gordon E.
Time Demands of Psychological Assessment: Implications for School Psychology.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation; *Psychological Testing; *School Psychologists; Technology; *Time

This study surveys practicing school psychologists (N=86) in both private and public sectors for their estimates of the time required to administer, score, and interpret the tests they regularly administer in their schools. It provides school districts and school psychologists with time estimates, which can be used to quantify the actual time spent in the assessment process. Results show that the various Weschler scales were the first choice of participants. School psychologists expressed a moderate preference for tests that are economical in the terms of time. It seems that tradition also plays a significant role in assessment. Some instruments have a solid theoretical and research foundation that enhances their acceptance and use. School psychologists disagree about the time demands required by various instruments. This is especially obvious in the time estimates of test interpretation. The use of technology in assessment raises ethical and standards of practice questions. While technology may save time, it may also diminish professional integrity and standing in the psychological community. Because of the small sample size each respondent only provided data for a subset of the tests included in the study. Therefore this study should be considered a pre-study. Issues to be addressed in future studies are discussed. (MKA)

ED 443 064 CG 030 142

Bachman, Jerald G.; Freedman-Doan, Peter; O'Malley, Patrick M.; Johnston, Lloyd D.; Segal, David R.
Comparing Drug-Using Behaviors among High School Graduates Entering Military Service, College, and Civilian Employment. Monitoring the Future Occasional Paper 42.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Cultural Differences; Drinking; *Drug Use; *Employment; Graduate Surveys; High School Graduates; High School Seniors; High Schools; Higher Education; Longitudinal Studies; *Military Personnel; Military Service; Racial Differences; Sex Differences; Smoking; Student Surveys

The United States armed forces adopted "zero tolerance" policies concerning illicit drug use in 1980, and later developed policies to discourage tobacco and alcohol abuse. This paper examines drug use among young active-duty recruits both before and after enlistment, compared with non-military age-mates. It also documents historical shifts in such drug use across two decades. Analyses employed longitudinal panel data from 20 nationally representative samples of high school seniors teachers, and students are performing and to indicate progress made. An alternative to testing is to notice how well any individual, student or adult, reads in a functional setting, and this is perhaps more revealing of how well anyone can read. In addition to functional reading contexts, three other types of factors may be considered in ascertaining reading success: (1) other means of intelligence such as visual/spatial, logical/mathematical, or musical/rhythmic; (2) portfolios of student work including feedback; and (3) different student motivators such as thinking, feeling, sensing, and intuition. There are numerous approaches that teachers need to use to motivate students to achieve as optimally as possible. (EF)

ED 443 084   CS 014 018

Vanderslice, Ronna
Investigating Reading Approaches: How Much Reliability Can Be Placed in Past and Present Research?
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Basal Reading; Elementary Education; *Individualized Reading; *Language Experience Approach; Literature Reviews; Reading Instruction; Reading Programs; *Reading Research
IDENTIFIERS- *Research Quality

This paper examines reading research and fosters awareness of limitations in such studies. It begins by discussing the historical aspects of the basal reading program and the language experience and individualized reading approaches. It continues by reporting early studies conducted in these areas, and investigating problems with such studies. The paper then examines reading approaches to the present, discusses their limitations, and presents a brief comparison of past and present ideas. The paper concludes with implications for today's reading teachers, suggesting that a combination of various approaches is advisable. (Contains 57 references.) (EF)

ED 443 085   CS 014 019

Petersen, Gregg; Patton, James E.; Mills, James; Gabe, Rose; McBride, Robert; Wanat, Carolyn
Educators' Judgements of Children's Spelling Errors as Predictors of Reading Disability.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Las Vegas, NV, April 6-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developmental Delays; Elementary Education; Elementary School Teachers; Predictor Variables; *Reading Diagnosis; *Reading Difficulties; School Psychologists; *Spelling; Teacher Surveys
IDENTIFIERS- *Teacher Judgments

This paper presents the results of a two-part survey that investigated elementary classroom teachers' awareness of the relevance of students' spelling performance to the identification of reading disability. In part one, 61 of 84 repetition priming experiment is described. Subjects, 38 undergraduate psychology students at the University of Oklahoma, were presented with letter strings for which they were instructed to make a lexical decision. The targets were primed with English words, which were either identical or unrelated to the target. (Contains a table and 22 references. An appendix shows procedure characteristics.) (NKA)

ED 443 107 CS 014 070

Sturtevant, Elizabeth G., Ed.; Dugan, JoAnn, Ed.; Linder, Patricia, Ed.; Linek, Wayne M., Ed.
Literacy and Community. The Twentieth Yearbook: A Peer Reviewed Publication of the College Reading Association, 1998. Papers from the College Reading Association Conference, 1997 .
PUB DATE- 98
NOTE- 325p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Higher Education; *Literacy; Performance Based Assessment; *Professional Development; *Reading Processes; *Reading Research; *Reading Strategies; Teacher Education; Yearbooks
IDENTIFIERS- *College Reading Association

This 20th Yearbook of the College Reading Association reflects the theme of "community" again and again, in diverse ways. First in the yearbook are the Presidential Address by Marino C. Alvarez, "Adolescent Literacy: Are We in Contact?" and the three Keynote Addresses: "My Life in Reading" (J. Chall); "A Social-Constructivist View of Family Literacy" (S.B. Neuman); and "Finding Common Ground: A Review of the Expert Study" (R.F. Flippo). Other papers in the yearbook are: "Reflections on the Early Years of CRA and the Focus of Reading in the 1950s and 1960s" (R.C. Aukerman); "First and Second Graders Construct Literary Understanding during Readalouds of Picture Storybooks" (L.R. Sipe); "The Enhancement of Literacy Development in an Adult Beginning Reader through Creating Texts to Accompany Wordless Books" (M. Brock); "A Literature Based E-Mail Collaborative" (C.A. McKeon and L.C. Burkey); "Students' Perceptions of Literacy Learning in a Project-Based Curriculum" (J.K. Peck; W. Peck; J. Sentz; R. Zasa); "A Study of the Reading/Writing Connection in a University Writing Program" (S.T. Aydelott); "Historical and Philosophical Antecedents of Structural Knowledge: Implications for Assessment" (J.M. Pickle; L.Tao; M. Lively; T. Montgomery); "Synthesizing Authentic Assessment Information in Reading and Writing: The Potential of Curriculum Profiles" (G. Shiel; R. Murphy; M. O'Leary); "Assessing Oracy and Literacy in Bilingual Students: Getting the Whole Picture" (L. Lewis-White); "Mentoring Teachers in Professional Development School Learn from Student Interns" (S.D. Lenski); "Improving Elementary Teachers' Ability to Implement Reading Strategies in Their Teaching of Science Content" (W.D. Nichols; W.H. Rupley; S.L. Mergen); "Multiple Views of Case Teaching: Teacher Educators Reflect on Their Teaching Practices" (V. Risko; K. Camperell; L. Degler; M. Eanet; J. Richards); "When Teachers Change Alone: Case Studies of Literacy Teachers in a Non-Supportive School Environment" (P. Bloem; J. Peck; E. Newton; A.L. Williams; V.P. Duling); "Portfolios, Learning Logs, and Eulogies: Using Expressive Writing in a Science Methods Class" (D. Deal); "The Multicultural Fair: A Celebration of Diversity An Innovative

Writing.
PUB DATE- 00
NOTE- 100p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Descriptive Writing; Grade 4; *Instructional Effectiveness; Intermediate Grades; Writing Attitudes; *Writing Improvement; *Writing Instruction; *Writing Skills

This report describes a program for enriching language use in writing. The targeted population consisted of one classroom of fourth grade students in a public elementary school. This school is in the small rural community near a large city in the Midwest. The problem of lack of language skills in writing was documented with teacher and student rubrics, teacher anecdotal records, student surveys and student work samples. Analysis of probable cause indicated that there was a lack of necessary language skills needed to incorporate detail and emotion in writing. This lack affected various situations including reading desires and self esteem. Review of the research indicated students disliked reading, had a low self concept, and lacked positive school experiences. A review of the solution strategies suggested by other researchers, combined with the analysis of the problem setting, resulted in the development of solutions to increase independent reading, create language rich experiences, use a variety of teaching strategies with positive and effective feedback, to change the focus from television and computer games to reading and writing. The program included lessons which encouraged students to explore language use through writing experiences. Post intervention data indicated that the students benefited from a program which focused on writing using descriptive vocabulary. As a result of the intervention, the students appropriately used descriptive vocabulary in writing with more frequency and developed a positive perspective regarding their own writing abilities. (Contains 26 references and 5 tables of data. Appendixes provide information on the 600 minute reading program, an acrostic rubric, an expository rubric, a plant/animal rubric, and an anecdotal record form.) (Author/RS)

ED 443 130 CS 217 208

Bleck, Jeanne; Crawford, Barb; Feldman, Idelle; Rayl, Traci
Improving Student Spelling in Daily Written Work.
PUB DATE- 00
NOTE- 89p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Developmental Stages; Grade 1; *Instructional Effectiveness; Primary Education; *Spelling; *Spelling Instruction; Writing Improvement
IDENTIFIERS- *Direct Instruction

This action research project describes a program to increase the application of spelling skills in students' writing. The target population consisted of first grade students in a middle-class community in the northern suburb of a large metropolitan area. The problems of inadequate application of spelling skills to student writing were documented with a spelling checklist, a developmental spelling list, and samples of student writing. Analysis of probable cause data revealed that students did not a comprehensive school reform program. Case studies of two elementary schools (both Title I, K-5 schools in the same state) illustrate how these strategies were applied. The issue also supplies a discussion of the strategies. Subsections include what principals can do to promote school change and the role of a superintendent in creating a climate for change. An article on "Networking Begins at http://www.CSRDweb.net" by Lacy Wood ends the issue. (DFR)

ED 443 150 EA 030 457

Leo, Tara; Cowan, D'Ette
Launching Professional Learning Communities: Beginning Actions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 17p.; Theme Issue. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; Case Studies; *Cooperative Learning; Educational Change; *Educational Strategies; Elementary Secondary Education; *Leadership Training; Principals; *Professional Development; Public Schools; *Resource Allocation; Superintendents
IDENTIFIERS- *Learning Communities; Southwest Educational Development Laboratory

A Professional Learning Community (PLC) is a school where administrators and teachers continuously seek and share learning to increase their effectiveness for students and act on what they learn. PLCs are characterized by five dimensions: shared and supportive leadership, shared values and vision, collective learning and application of learning, supportive conditions, and shared personal practice. A school staff can evolve into a PLC by nurturing and developing each of these five dimensions. Although research has shown the benefits of schools becoming PLCs, what is missing are the answers to these questions: How is a PLC created? and What are the beginning actions schools can take to create a PLC? This issue reports on the efforts of the Strategies for Increasing School Success at Southwest Educational Development Laboratory to find answers to these questions through the Creating Communities of Continuous Inquiry and Improvement project, a collaborative effort with 22 co-developers who represent higher educational faculty and researchers and staff from state education agencies, intermediate education agencies, local education agencies, and regional educational laboratory staff and consultants. This issue describes actions of co-developers and school personnel to initiate development of a PLC. (DFR)

ED 443 151 EA 030 458

Izu, Jo Ann
Creating Working Relationships: How Can School Districts and Charter Schools Work Together Effectively? Knowledge Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 13p.; Editorial assistance provided by David Ruenzel.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Accountability; *Charter Schools; *Cooperation; Educational Assessment; Educational

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Selection (Students); *Educational Change; *High Schools; Special Education; *Track System (Education); *Vocational Education
IDENTIFIERS- *Cardinal Principles Report; *Dewey (John)

The key to understanding the history of the comprehensive high school in the United States necessitates understanding that the comprehensive model has not been implemented as its inventors intended. Moreover, since the mid-20th century most scholarship on the comprehensive high school model has effectively dismissed the model as an antidemocratic and anti-intellectual survival from a less sophisticated, misguided educational policy. This paper provides a lengthy synopsis of the history of the comprehensive high school in the United States, together with a summary of prevailing historical interpretations of the comprehensive high school. It also details five misrepresentations of the historic record engendered by a confusion of consequences and intentions: (1) authorship of the Cardinal Principles Report; (2) social efficiency slant; (3) tracking; (4) anti-subject matter and anti-intellectualism; and (5) the forgotten elaboration of the comprehensive model. An appendix illustrates a proposal for a dual system of secondary education sponsored by the National Association of Manufacturers. (Contains 75 references.) (DFR)

ED 443 171 EA 030 479

Greenfield, William D., Jr.
Moral Leadership in Schools: Fact or Fancy?
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; Elementary Secondary Education; *Ethics; Individual Development; *Leadership; Leadership Qualities; Leadership Styles; *Leadership Training; *Moral Development; *Professional Development; Public Schools

This essay discusses contributions to the understanding of the concept of "moral leadership" and makes suggestions about the direction inquiry might take in the future. A general introduction is followed by scholars' concerns regarding leadership circa 1979. A selective summary of the key ideas and foci follows of what the writer believes are among the more helpful theoretical contributions and the more useful empirical contributions related to the "moral leadership" concept. The essay concludes with recommendations for study and theory development. Extensive excerpts from original works are included to help the writer more adequately express the complexities and nuances of the "moral leadership" concept. The studies discussed in this essay offer empirical evidence of the importance of the personal and the cultural dimensions of leading in schools, and the interrelatedness of administrators' values and beliefs, language and action, and managing and leading behaviors. An important lesson of research guided by the "moral leadership" concept is that it is possible to study such phenomena empirically, and that the results of such state level. Such funding varies from state to state, ranging from 8 percent in New Hampshire to 74 percent in New Mexico; per-child expenditures range from $1,500 to $15,000. Beginning in the 1970s, poor school districts and some advocates for minority and disadvantaged children challenged the state-funding formula in the courts. These court cases have focused on the constitutional provisions on the ground of equity or adequacy. Equity is generally defined as a relatively equal per-pupil expenditure across the school districts in the state. Recent court cases have begun to address the issue of an "adequate" education for all students. States must shift their focus from monitoring students' inputs (student-to-teacher ratios) and focus on the outputs (graduation rates and reading levels). States must focus on the definition of what an adequate education is and what amount of funding is needed for all students to have a possibility of obtaining it. The paper describes the six different funding methods used to achieve an adequate education: flat grants, foundation programs, guaranteed tax base programs, percentage equalization programs, full state funding, and pupil weights. (DFR)

ED 443 193   EA 030 524

Kochan, Frances K., Ed.
Southern Regional Council on Educational Administration 1999 Yearbook: Leadership for the 21st Century.
PUB DATE- 99
NOTE- 67p.; The Southern Regional Council on Educational Administration Yearbook is a refereed journal published under the auspices of the Council. The title of the 1999 Yearbook comes from the theme of the 1998 Annual Conference. Cover page varies from title page.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Administrator Qualifications; *Educational Change; Elementary Secondary Education; *Leadership; *Leadership Training; Public Schools; School Culture; Standards; Supervisory Methods; *Supervisory Training; Technical Education

This collection of seven papers provides a view of the future of educational leadership. Some of the articles deal with the life and world of the principal, while others discuss the issues involved in training educators to become effective educational leaders. The first study examines methods and structures for preparing educators and deals with the way novice teachers are prepared. The article presents some challenging ideas about the impact of negative behaviors on the supervisory process, and details an instrument that might serve as a useful tool for school administrators and university professors. The second article focuses on the preparation of school leaders. The third deals with the professional-development needs of principals relative to the use of technology. The following study shares ideas for combining assessment with technology through the use of electronic portfolios. The remaining articles deal with joint decision making, providing a thoughtful look at what it is, why it does and does not work, and what we might do to assist principals in engaging in this process; the relationship of emotional intelligence to effectiveness in the principalship; and the holistic role of leadership. (DFR)

ED 443 194   EA 030 [illegible]25 school environments of the participants played essential roles in their socio-emotional and cognitive development. Due to the young age of the participants, parents', teachers', and significant others' attitudes, behaviors, and decisions, rather than willingness or personal motivation, appeared to determine the participants' development of talents and bilingualism. The home factors identified as influencing participants' cognitive and linguistic development were emotional support and family values emphasizing respect, education, and personal growth. Three major school factors supported academic achievement and talent development: safe school environment, flexible grouping, and English support. (Contains over 100 references.) (Author/CR)

ED 443 215 EC 307 908

Romano, Kathryn; Chambliss, Catherine
K-12 Teachers' and Administrators' Attitudes toward Inclusive Educational Practices.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes toward Disabilities; *Disabilities; Elementary Secondary Education; *Inclusive Schools; Regular and Special Education Relationship; Student Placement; *Teacher Attitudes; Teacher Student Relationship; Teacher Surveys; *Teaching Experience

In this study, 28 K-12 educators and administrators were surveyed about their beliefs concerning the inclusion of students with special needs in the general education classroom. Participants were asked to respond to a survey that measured their beliefs about the implementation of inclusive learning and the academic and social implications of this type of educational setting on the general education students and their peers with disabilities. There were no significant differences on the three subscales (special needs benefits, general student benefits, and teacher benefits scales) when general and special educators were compared. There were also no significant differences found between those with high and low levels of teaching experiences on the three subscales. Teachers did not show differential beliefs about inclusion based on their teaching experiences or the student population with which they work. Responses to individual items suggest differences among those working in rural, suburban, and urban communities, and differences between those teaching in elementary and secondary schools. Elementary educators had more experience working in inclusive settings and enjoyed working with general education students and students with special needs in inclusive settings more than secondary educators did. The survey used is included. (Contains 20 references.) (Author/CR)

ED 443 216 EC 307 909

Andrews, Jana; McLean, Patricia
Mental Health Issues on Campus: A Resource Kit for Staff.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 99
NOTE- 87p.; For the Resource Kit for Students, see EC 307 910.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

children. Specific articles include: (1) "Are We Raising Smarter Children Today?" (Wendy M. Williams), which discusses the effects of school-related factors on test scores and home-related factors affecting intelligence; (2) "Schooling, Intelligence, and Income" (Stephen J. Ceci and Wendy M. Williams), which examines the evidence for linkages among schooling, intelligence, and income and concludes that intelligence and schooling have a bi-directional relationship, with each variable influencing variations in the other; (3) "Preaching to the Choir: TV Advisory Usage among Parents of Gifted Children" (Robert Abelman and E. Jean Gubbins), which finds that parents of gifted children are more likely to utilize TV ratings information in the mediation of their children's viewing; (4) "Childhood Sibling Relationships of Eminent Canadian Women" (Carolyn R. Yewchuk and Grace A. Schlosser), which found that half of their subjects experienced close sibling relationships and often expressed their own responsibility as well as rivalry within the sibship; (5) "Birth-Order Effects in the Academically Talented" (Wayne D. Parker); and (6) "Families of Gifted Children in Taiwan" (Wen-Chuan Hsueh and Sidney Moon). (Chapters include references.) (CR)

ED 443 237 EC 307 931

Miller, Phyllis, Ed.
Intelligence and Talent.
PUB DATE- 00
NOTE- 63p.; Theme issue. Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Ability Identification; *Career Development; *Early Identification; Elementary Secondary Education; Family Influence; *Gifted; Preschool Education; *Social Development; *Talent Development; *Teacher Characteristics

This issue of a research journal on gifted education explores various aspects of the new talent-oriented approach to intellectual functioning and development. It examines the role of the family in talent development, career development of talented individuals, and the characteristics of ideal teachers for the gifted. Specific articles include: (1) "From Talent Recognition and Development to Creative Achievement and Expertise" (John F. Feldhusen), which describes the talent development of a gifted child through adulthood; (2) "The Ideal Teacher for Highly Gifted Students" (Jan B. Hansen), which discusses the importance of teacher competence, deep caring, and distinctive character in fostering social wellness, moral depth, and intellectual growth in highly gifted students; (3) "Understanding the Career Development of Talented Adolescents and Adults" (Kevin R. Kelly); (4) "Social Development in the Gifted" (Linda Kreger Silverman), which discusses the social development of gifted boys and girls; (5) "Highly Gifted Children in the Early Years of School" (Miraca U. M. Gross), which urges early ability identification and early enrollment of highly gifted young children; and (6) "Families: The Source of Gifts" (Joan Freeman), which discusses family influences on giftedness. (Chapters include references.) (CR)

ED 443 238 EC 307 932

Miller, Phyllis, Ed.
Gifted and Talented and Learning Disabled.
PUB DATE- 00

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Adult Education; Delivery Systems; *Disabilities; Early Childhood Education; Early Identification; *Early Intervention; Educational Improvement; Educational Innovation; *Educational Objectives; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; Inservice Teacher Education; Preschool Education; Prevention; Services; *Special Education; *State Regulation; Strategic Planning; Transitional Programs
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; Michigan

This paper presents a policy framework for the implementation of goals for special education in Michigan. The first part of the paper is a memorandum that recommends the policy framework. Attachment A presents goals for providing a support system to students with disabilities to foster their progress in the general curriculum. Goals include: (1) aligning administrative rules for special education with federal regulations of the Individuals with Disabilities Education Act (IDEA), including Parts B (preschool services) and C (early intervention); (2) supporting provision of inclusive preschool services; (3) integrating planning and service delivery for schoolwide models of early intervention for at-risk students; (4) having individual student characteristics guide the individual education program planning process; (5) supporting teachers and practitioners; (6) ensuring current research and proven practices guide personnel development; (7) supporting parent involvement; (8) supporting administrative flexibility; (9) using standards of quality for delivery of early intervention and preschool services; and (10) holding schools accountable for effective service delivery and student performance. Detailed steps are provided for reaching each of the goals. A sampling of current contexts and findings related to the policy framework are presented in Attachment B, and goals for early childhood special education and transition and adult services are provided in Attachment C. (CR)

ED 443 258 EC 307 954

Partnerships for Rural Resource Teams: Bringing Best Practices to Children Who Are Deaf-Blind in Montana. Pilot Project Year 4, Final Performance Report, 3/1/98-9/30/99.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 13p.; The Project collaborator was the University of Montana, Rural Institute on Disabilities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Deaf Blind; Delivery Systems; Elementary Secondary Education; *Family Involvement; Inservice Education; *Interdisciplinary Approach; Models; *Partnerships in Education; Program Development; Program Effectiveness; Program Implementation; *Rural Areas; Services; Specialists; State Programs; *Teamwork; Technical Assistance
IDENTIFIERS- *Montana

This report discusses the outcomes of the Partnerships for Rural Resource Teams Project, a project designed to build upon the foundation of services for children and youth with deaf-blindness in Montana. Grounded in a framework that draws upon the principles of collaborative teamwork, contextually-based technical assistance, family involvement, and an ecological

This guide contains concise information on the International Phonetic Alphabet, a universally agreed system of notation in use for over a century, for the sounds of languages, and guidance on how to use it. The handbook replaces the previous edition, "Principles of the International Phonetic Association," which has not been revised since 1949. This volume not only updates the previous one but is a completely new work with wider objectives. It presents the basics of phonetic analysis so that the principles underlying the Alphabet can be readily understood and gives examples of the use of each of the phonetic symbols. This handbook is divided into three parts. Part one contains an introduction of phonetic description and exemplification of the use of symbols. Part two consists of nearly 30 illustrations of the use of the International Phonetic Alphabet for different languages, each of them accompanied by a phonetic transcription of a passage of speech. Part three contains five appendices: "the Principles of the International Phonetic Association"; "Computer Coding of IPA Symbols" using internationally agreed upon codes; "Extensions to the IPA" covering speech sounds beyond the sound systems of languages; "About the International Phonetic Association"; and "Reference Charts." (KFT)

ED 443 279 FL 026 317

Fehringer, Carol
A Reference Grammar of Dutch, with Exercises and Key.
PUB DATE- 99
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Dutch; *Grammar; *Instructional Materials; Reference Materials; Second Language Instruction; Second Language Learning; Syntax; *Textbooks; Uncommonly Taught Languages

This textbook provides an accessible reference grammar of the Dutch language for English-speaking students of Dutch to help consolidate their knowledge through practical exercises on a whole range of grammatical topics. It is intended both for beginners and intermediate level students. Advanced learners of Dutch wishing to review particular grammatical points may also find this book useful. As the grammar is designed for practical use, linguistic terminology is kept to a minimum and only traditional grammar terms are used. This book is divided into two main parts. Part one is a reference of Dutch grammar. Part two consists of a set of exercises relating to the grammatical problems dealt with in part one. The following sections are also included: "List of Grammatical Terms"; "How To Use This Book"; "Didactic Guide for Beginners"; "List of Entries"; "List of Tables"; and "Key to the Exercises." There is also an appendix listing common irregular verbs and an index. (KFT)

ED 443 280 FL 026 318

Mathangwane, Joyce T.
Ikalanga Phonetics and Phonology: A Synchronic and Diachronic Study. Stanford Monographs in African Languages.
PUB DATE- 99
NOTE- 359p.; Revision of Ph.D. Thesis, University of California, Berkeley, 1996.
LANGUAGE- English

(055)
DESCRIPTORS- Administrator Role; *Beginning Teacher Induction; *Beginning Teachers; *College Faculty; Collegiality; Committees; Department Heads; Employment Interviews; Faculty Development; Higher Education; *Inservice Teacher Education; Mentors; Personnel Selection; Relocation; Teacher Effectiveness; *Teacher Evaluation; Teacher Orientation; Teacher Promotion; *Teacher Recruitment; Teacher Researchers; Tenure
IDENTIFIERS- *Teacher Socialization

This book is designed to help department chairs with three stages of junior faculty socialization: recruitment and hiring; the critical first year; and evaluating the performance of new faculty. The book is organized in three parts with 15 chapters. Chapters in Part 1, "Managing the Recruitment and Selection of New Faculty," include: (1) "Organizing the Search for a New Faculty Member," (2) "Negotiating the Job Offer," (3) "Providing Information Before Arrival: What's Useful for Relocation," and (4) "Providing Information before Arrival: Teaching, Research, and Service." Chapters in Part 2, "Developing New Faculty in the First Year," are: (5) "Addressing Professional/Institutional Questions," (6) "Planning an Effective Departmental Orientation," (7) "Orienting New Faculty to Teaching," (8) "Addressing Service and Campus Community Concerns," and (9) "Full-Year Orientation Programs." Chapters in Part 3, "Developing Faculty beyond the First Year," are: (10) "Creating Mentoring Relationships and Fostering Collegiality," (11) "Demystifying the Promotion and Tenure Process," (12) "Developing Productive Researchers," (13) "Developing Effective Teachers," (14) "Monitoring Service Obligations," and (15) "Explaining Evaluation Procedures." (All chapters contain references.) (SM)

ED 443 300   HE 033 084

Marcus, Dora; Cobb, Eulalia B.; Shoenberg, Robert E.
Lessons Learned from FIPSE Projects IV.
PUB DATE- 00
NOTE- 255p.; Preface by Eulalia B. Cobb and Susan P. McGraw.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Access to Education; Computer Uses in Education; Curriculum Development; *Educational Improvement; Elementary Secondary Education; *Excellence in Education; Federal Programs; *Higher Education; Information Dissemination; Instruction; International Education; Preservice Teacher Education; Program Effectiveness; School Holding Power; Teachers
IDENTIFIERS- *Fund for Improvement of Postsecondary Education; Performance Funding

This volume summarizes projects funded by the Fund for the Improvement of Postsecondary Education, examining the various lessons learned. The 39 reports are organized in nine sections titled: (1) "Preface"; (2) "Access and Retention"; (3) Improving Teaching and Learning"; (4) "Curriculum and Instruction"; (5) "General Education"; (6) "International Education"; (7) "Teacher Education"; (8) "Performance Funding and Reporting in Colleges and Universities"; and (9) "Disseminating Proven Reforms." Each project report describes its purpose, innovative features, evaluation and project impact, lessons learned, project continuation and dissemination, and contacts for further information. Overall, most projects were deemed successful. Lessons gleaned from the projects include the fact that holding students to high participants many benefits. The program played a pivotal role in students' personal and scholarly development. Students learned to conduct educational research, to recognize their academic potential, and to build cross-cultural relationships. (Contains 22 references.) (SM)

ED 443 319 HE 033 074

Huynh, Cam-Loi; Hlodkyj, Steve
Opinions of Administrators and Faculty on the Purposes, Control and Process of Performance Indicators in Higher Education: A Pilot Study.
PUB DATE- 00
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Administrator Attitudes; College Faculty; Educational Quality; Educational Researchers; Evaluation Methods; Foreign Countries; Higher Education; *Performance Based Assessment; Tables (Data); *Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS- *Canada; *Performance Indicators

This study investigated the opinions of college faculty and administrators regarding the purpose, control, and process of performance evaluation, hypothesizing that job orientations and expectations would influence their opinions--that administrators would favor an economic model emphasizing authoritative and quantitative measures; teachers would favor an information model emphasizing networking relationships; and researchers would favor a hybrid approach. Questionnaires sent to three Canadian universities and completed by administrators, professors, instructors, and researchers yielded 116 usable replies. The questionnaire's 54 items focused on: purposes of performance evaluation; control and process of performance evaluation; standards; validity of performance indicators; overall opinions on the issues of purposes, control, and process, as well as satisfaction with existing performance evaluation systems; and demographics. Results indicated that job orientation and expectations of respondents influenced their views on purposes, control sources, and implementation procedures of performance evaluation. Administrators favored an economic model; teachers favored an information model; and researchers favored a hybrid approach. Respondents believed evaluation should be annual for nontenured faculty and every two to three years for tenured faculty. There was substantial agreement among respondents about the appropriate list of performance indicators. Data tables and diagrams of rank-ordered means are appended. (Contains 19 references.) (SM)

ED 443 320 HE 033 075

Clinton, John
A Collaborative Leadership Model for University-School-Community Partnerships.
PUB DATE- 00
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

the report notes that an employee satisfaction survey was conducted, and appropriate action was taken to improve satisfaction; and that SFA University pilot-tested a new course which offers front-line employees a common understanding about performance-based objectives. The report concludes with a performance indicator at-a-glance chart and a table describing student aid awards. (SM)

ED 443 338 HE 033 095

Belcheir, Marcia J.
An Evaluation of Advising Programs. Research Report.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; College Faculty; College Students; *Faculty Advisers; Higher Education; Questionnaires; Student Attitudes; Student Surveys; Tables (Data); *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- *Boise State University ID

This study examined the perceptions of college students at Boise State University (Idaho) regarding advising, especially at the junior and senior levels where advising is a departmental responsibility. Students in upper and lower division courses completed a survey examining their perceptions of adviser characteristics, problems with their advisers, and how often they met with their advisers. Data indicated that only 13 percent of upper division students lacked advisers; most student advisers were faculty. The main reasons offered for students not having advisers were: (1) students' feeling that they could advise themselves, and (2) never having one assigned. Most students saw their advisers regularly and were pleased with the relationship. About 80 percent felt the current advising system adequately met their needs. The main problems perceived were advisers' lack of knowledge, unwillingness to help, and lack of accessibility to advisers (generally due to time constraints). Students with faculty advisers were more pleased than students who had non-faculty advisers (who were fellow students). Three appendixes comprise the bulk of the report: the spring 1999 Student Advising Survey; 16 data tables; and a classified list, by class level, of student responses to the question "What is the biggest problem with the present advising system?" (SM)

ED 443 339 HE 033 096

Belcheir, Marcia J.
Predicting the Probability of Graduating after Four, Six, and Ten Years. Research Report.
PUB DATE- 00
NOTE- 22p.; For a related document from the same author, see HE 033 097.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Freshmen; College Graduates; College Students; *Dropout Research; Enrollment; Full Time Students; Grade Point Average; *Graduation; Higher Education; Predictor Variables; School Holding Power; Statistical Analysis; *Student Attrition; *Time to Degree; *Transfer Students; Withdrawal (Education)

DESCRIPTORS- *College Outcomes Assessment; College Students; Comparative Analysis; *Educational Objectives; Extracurricular Activities; Higher Education; Individual Development; Questionnaires; Social Development; State Universities; Student Attitudes; *Student Development; *Student Educational Objectives; Student Surveys; Tables (Data)
IDENTIFIERS- American College Testing Program; *Boise State University ID; College Outcomes Survey

This study compared the perceptions of Boise State University (BSU) students with those of other four-year college enrollees in the areas of importance of educational outcomes, college contributions to reaching educational outcomes, personal growth in a variety of areas, and college contributions to personal growth. The study used the American College Testing (ACT) College Outcomes Survey to compare responses of BSU students (n=720) with a nonrandom national group of students who completed the survey at public four-year colleges. Both the BSU students and the control group agreed that the outcomes they thought were most important involved career and major and were concerned with the general thinking and problem-solving skills. Outcomes traditionally associated with general education (e.g., understanding math, appreciating fine art, environmental concerns) ranked last in importance. The findings indicate that the entire college experience is important in fostering growth in both academic and nonacademic areas. Students who are disengaged from out-of-class campus activities due to jobs and family responsibilities generally see college as less important to their growth, especially in personal and social areas. Survey data are presented in 17 tables. Appended are the survey form and a list of the universities surveyed. (RH)

ED 443 358   HE 033 116

Belcheir, Marcia J.
Age and Gender Differences in Instructional Preferences.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Rocky Mountain Association for Institutional Research (Bozeman, Montana, October 7-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Classroom Research; Classroom Techniques; Course Evaluation; Higher Education; Instructional Effectiveness; Learning Strategies; Self Concept Measures; *Self Evaluation (Individuals); *Sex Differences; Statistical Analysis; *Student Attitudes; Student Educational Objectives; Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods; Undergraduate Students

This study examines whether students' age and/or gender impact their preferences for instructional practices thought to improve learning, and their preparation for college and performance in college. Students were asked which of 38 instructional practices they preferred, how often they experienced each practice, and how well prepared they felt in a variety of academic and nonacademic areas related to college success. The survey, which focused on reading, writing, math and other quantitative subjects, lectures, examinations, and other classroom activities, was given to a random sample (n=476) of undergraduate students at a metropolitan university; the response rate was 43 percent. In general, the strongest preferences were for the following practices: providing clear directions, with specific feedback, for writing assignments;

Keller-Wolff, Christine; Eason, Becky; Hinds, Michele
From the Students' Perspective: The Effect of College Courses.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Seniors; College Students; *Discourse Analysis; Educational Benefits; Higher Education; *Outcomes of Education; Relevance (Education); *Student Development; *Student Educational Objectives; *Student Experience; Student Surveys
IDENTIFIERS- University of Kansas

This monograph offers a view into how students at one university regard their undergraduate education. The study is based on essays written by college seniors as part of a comprehensive assessment of general education at the University of Kansas. A sample of students completed a self-assessment, were interviewed by faculty, and were asked to compose a short essay that described the college courses they believed had the greatest impact on them. Eleven disciplines participated in the study over a three-year period. Content analysis grouped responses into the following categories: faculty influences (interactions with students, instructional strategies), development of professional knowledge and skills, development of life skills and expanded perspectives, and discovery of self/new ways of thinking about self. The study found that many of the reasons cited by students fit well with commonly held views of teaching and learning; some noted good teaching, others cited engaging subject matter, some preferred practical career preparation, and still others valued a broader world view. The essays also challenged some prevailing notions about teaching and learning; more comments than were expected cited increases in general life knowledge and skills. Students were also affected by courses that taught them to value their culture and history. (Contains 23 references.) (CH)

ED 443 377 HE 033 142

Beisser, Sally R.
Technology Mentorships in Higher Education: An Optimal Match for Expanding Educational Computing Skills.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Society for Information Technology and Teacher Education National Conference (San Diego, CA, February 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; College Faculty; Collegiality; *Discourse Analysis; *Graduate Students; Higher Education; Interprofessional Relationship; *Mentors; *Professional Development; *Teacher Student Relationship; Technological Literacy; *Technology

This paper explores mentorship as a way for college faculty to expand educational computing skills. A technology mentorship program developed at Iowa State University involves pairs of faculty members (who volunteer for the program) working with activities and discussion, student handouts, and a list of related news terms. Top stories include: Mexican voters go to polls in a landmark election (July 3); Mexico's newly-elected president outlines an ambitious agenda, President Clinton announces a three-way Mideast summit, and violence surrounds an upcoming Protestant march in Northern Ireland (July 5-7); Camp David provides an ideal setting for the upcoming Mideast summit, Israel's President Barak meets with Egypt's President Mubarak, peace talks between Israel and Palestine begin at Camp David, Mideast leaders conclude their second day of meetings at Camp David, and the U.S. and Vietnam announce a major trade deal (July 10-14); John Kennedy, Jr. Legacy, tobacco companies are expected to appeal the verdict against them in Florida, Mideast peace talks at Camp David intensify as their close draws near, consumer groups want government regulation of foods with herbal additives, and Okinawa hosts the G8 Summit (July 17-21); G-8 nations hold their annual summit on Okinawa, how U.S. presidential candidates choose running mates, an Air France concorde crashes near Paris, Cubans celebrate the start of the Cuban Revolution, and Napster is shut down by a federal judge (July 24-28); and protests greet Republicans gathered for the party's convention (July 31). (AEF)

ED 443 396 IR 020 274

Ogle, Todd; Byers, Al
Evaluating Teacher's Perceptions of Technology Use in the K-8 Classroom.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (23rd, Clearwater Beach, FL, February 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Attitudes; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Instructional Effectiveness; Instructional Materials; Nonprint Media; *School Surveys; *Teacher Attitudes
IDENTIFIERS- *Technology Role

This study analyzes data from a recent survey conducted for a national educational video series to measure teachers' perceptions of the effectiveness of technology, video and Web-based materials. Research questions focused on perceptions of K-12 classroom educators on: the role technology plays in enhancing learning and learning environments; whether technology facilitates the learning of classroom content as aligned with national mathematics and/or science standards; whether the school administration provides adequate support with respect to training in the use of technology for the classroom; and whether school administrators provide adequate support with respect to access to technology in the classroom. Following the introductory section that outlines the background, rationale, and research questions of the study, the paper presents a review of the literature, describes the methodology, and briefly discusses the two phases of analysis. Sample survey questions are appended. (Contains 24 references.) (AEF)

ED 443 397 IR 020 275

Britsch, Susan J.
E-Mail Dialogues with Third-Grade Writers: Redefining the

40 male and 37 female high school students, asked two questions: "What is your favorite program and why?" and "What is your favorite character and why?" Research focused on teen story-line shows--such as "Dawson's Creek," "Felicity," "Party of Five," and "Seventh Heaven"--because this was the only category chosen exclusively by female survey respondents. (Contains 22 references.) (AEF)

ED 443 417 IR 020 334

Ellsworth, James B.
Surviving Change: A Survey of Educational Change Models.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Change Agents; Change Strategies; *Educational Change; Educational Innovation; Educational Research; *Educational Theories; Elementary Secondary Education; Literature Reviews; *Models; Systems Approach; Theory Practice Relationship
IDENTIFIERS- Concerns Based Adoption Model; Diffusion of Innovations Research; *Systemic Change

This book presents a theoretical road map for teachers, professors, or administrators who seek guidance from the educational change literature. The introduction presents an overview of assumptions, early traditions of change research, other reviews of change research, and practical application of education change theory. Eleven chapters discuss: (1) a strategy for educational change, including why change needs a strategy, the change communication model, and guiding change systematically; (2) educational change models, including an overview of classical change models; (3) innovation, including Rogers' "Diffusion of Innovations"; (4) the change environment, including Ely's "Conditions of Change"; (5) the change agent, including Fullan and Stiegelbauer's "New Meaning of Educational Change"; (6) the change process, including Havelock and Zlotolow's "Change Agent's Guide"; (7) the intended adopter, including Hall and Associates' "Concerns-Based-Adoption Model"; (8) the resistance to change, including Zaltman and Duncan's "Strategies for Planned Change"; (9) the system, including Reigeluth and Garfinkle's "Systemic Change in Education"; (10) contributions from outside educational change, including major coordinating domains, other research on basic change theory, other models of change in practice, and other explorations of the subsystems of change; and (11) a conclusion that pulls it all together. An annotated bibliography, information about ERIC, and an index are included. Contains 220 references. (MES)

ED 443 418 IR 020 339

Bostic, Nicole
Integrating Appropriate Software in the Pre-School Curriculum.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Curriculum Renewal" (Scott Johnston, Mike McCausland); "Boys and Literacy at Bronston High School" (Andrew Kowaluk); "Literacies Online: What's New?" (Angela Dudfield); "The Potted Pair: Rethinking the Heterosexual Pair as a Site for Liberatory Relationships" (Jacqui Martin); "Intercultural Literacy: A Developmental Model" (Mark Heyward); "Communicative Aims of Languages Other Than English (LOTE) Education: A Comparative Study in Australia and China" (Yuanfang Yu); "Assessment: The Question of Time" (Elizabeth Hodson); "The National Reporting System (NRS) in the Workplace" (Maree Watts, Robeka Smith); "Literacy, Numeracy, Self-Confidence and Values: Chickens, Eggs, and 'Access'" (Ian Falk, Sue Kilpatrick); and "Performance Assessment in Second Language Learning: Some Problems and Issues in the Adult Sector" (Fiona Cotton). (YLB)

ED 442 938   CE 080 325

Sanguinetti, Jill, Ed.; Jones, Myfanwy, Ed.
Literacy for Youth: Programs, Problems and Perspectives. Proceedings of the Youth Literacy Forum (Melbourne, Australia, July 30, 1999).
SPONS. AGENCY- Australian National Training Authority, Melbourne.; Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Cooperative Programs; Developed Nations; Dropout Programs; *Dropouts; Foreign Countries; *High Risk Students; Learning Disabilities; *Literacy Education; Postsecondary Education; School Community Relationship; Secondary Education; Shared Resources and Services; *Unemployment; *Youth
IDENTIFIERS- *Australia

These proceedings document some of the work and the stories of literacy teachers who work with youth outside the school system and help to paint the educational and policy context of their work. "Professionalism and Passion: A Report on Teachers Working with the Literacy Needs of Unemployed Youth" (Beverley Campbell) introduces the report. The nine presentations are "Introductory Remarks: Unemployed Early School Leavers and the Knowledge Society" (John Wilson); "An Overview of the Situation of Early School Leavers" (Helen MacDonald); "Extending Learning Options for Early School Leavers" (Maureen Ryan); "Creating Links and Sharing Resources: An Overview of Programs at Morrison House" (Barb Lorey); "'Every Now and Then You Get One Over the Line...'" (Jules De Cinque); "Working with Unemployed Young People: The Teacher's Learning" (Lindee Conway); "The NMIT Youth Unit: Diverse Programs and Pedagogical Challenges" (Fran O'Neill); "Youth Forum Workshop Groups: Issues and Challenges" (Jill Sanguinetti); and "The Need for Multi-Media Resources for Young People with Learning Difficulties" (Ron McGlynn). (YLB)

ED 442 939   CE 080 326

Baker, Pam
Make a Man of Him.
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Folk High Schools: An Important Part of Adult Education in Sweden.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 00
NOTE- 6p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Programs; Community Education; Educational History; Educational Objectives; *Educational Philosophy; *Educational Practices; *Educational Trends; Financial Support; *Folk Schools; Foreign Countries; Government School Relationship; High Schools; Nontraditional Education; Outcomes of Education; School Community Relationship; Teacher Student Relationship; Trend Analysis
IDENTIFIERS- Australia; Denmark; *Folk High Schools; *Sweden

Sweden's 136 folk high schools are open to anyone over 18 years of age. Established in Denmark in 1844, folk high schools were introduced to Sweden in 1968. Folk high schools can be attributed to the educational ideas of Nikolai Frederik Severin Grundtvig (1783-1872), who wanted to see education where people learned from their experiences as well as from books and where they learned to think and speak for themselves and solve problems. All folk high schools in Sweden run a general education course that is designed for adults who have not completed secondary education and that can lead directly to a university. Specialist and various short courses are also offered. Although folk high schools still reflect the concepts espoused by Grundtvig, they have been under pressure to change in response to the demands of the economic rationalist state, including funding cuts and the requirement that additional courses must be self-funding. Perhaps the greatest threat to folk high schools is the move away from a focus on community and belonging to 'a people' or 'folk' and towards the individual. Although much of what happens in adult education in Australia and Sweden is similar, adult education appears to be a much more integral part of the Swedish education system than of the Australian education system. (MN)

ED 442 956 CE 080 363

Liaroutzos, Oliver; Robichon, Marc
Reconfiguring Basic Computer Occupations: Between Technology and Service.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computers; *Education Work Relationship; Educational Needs; *Educational Policy; Employment Patterns; Employment Qualifications; Entry Workers; Foreign Countries; Glossaries; Industrial Structure; Instructional Development; Job Training; Needs Assessment; Policy Formation; Postsecondary Education; Secondary Education; *Service Occupations; Technical Institutes; *Technical Occupations; Technological Advancement; Trend Analysis; *Vocational Education
IDENTIFIERS- *France; Impact Studies

The nature of basic computer occupations has changed greatly since the early 1980s. The changes reveal a shift in the respective roles of the sectors of industry associated with safety in online classrooms. Instructors should set the tone of conversation, set clear limits on what is appropriate behavior in the classroom, make it clear that flaming will not be tolerated, and make textual postings gender-neutral. There must be some way of getting virtual help if one feels stalked or harassed. Institutional policies need to be developed to treat virtual harassment as a real offense. (Contains 26 references and notes.) (YLB)

ED 442 973 CE 080 390

Ohio's Career Passport Guidelines.
PUB DATE- 00
NOTE- 28p.; For related documents on career development, see CE 080 415-416.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Development; *Career Education; Career Planning; Education Work Relationship; Educational Experience; Educational Legislation; *Portfolios (Background Materials); *Resumes (Personal); Secondary Education; *State Legislation; State Programs
IDENTIFIERS- *Career Passports; Ohio

This publication provides sample components of the Ohio Career Passport, including the rationale and purpose of each. Section 1 contains examples of the letter of verification, a letter from a school or district administrator, which confirms that the individual is a student at the school. Written on school letterhead, it sends the signal to the potential employer or admissions officer that the school endorses the Career Passport and the career development process. Section 2 provides samples of a student-developed personal data sheet or resume and helps the student learn how to develop a resume. Section 3 includes three parts to provide validation of performance. Part 1 focuses on the career narrative, a one-page support or reflection written by the student, that defines their career goals, explains their next step after high school, and includes a "Plan B" if the next step does not work out. Part 2 focuses on evidence of student skills, including learner competencies the student achieved: a high school transcript, with evidence of attendance; any locally-developed listing of learner competencies by curriculum area; and specific competencies attained by vocational and tech prep students. Part 3 focuses on verification of employability skills, which asks students to choose two SCANS (Secretary's Commission on Achieving Necessary Skills) competencies and describe briefly how they exhibit these skills. Suggested formats are found at the end of the document. Additional recommended contents are listed. (YLB)

ED 442 974 CE 080 399

MacLeod, Carol
Principles of Good Practice in Workplace/Workforce Education: A Report on the Think Tank (November 16-18, 1995).
PUB DATE- 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021), Opinions/Personal Viewpoints/Position Papers/Essays (120)

the Role of Research in Adult Education" (Chris Wiltsher); and "Combining Teaching, Learning, and Research" (David Wray). Each paper contains references. (KC)

ED 442 991 CE 080 431

Benn, Roseanne, Ed.
Scholarly Practitioners: The Education of Educators of Adults. Occasional Paper. The Proceedings of the International Conference on Training Adult Educators (3rd, Exeter, England, July 8-11, 1998).
PUB DATE- 98
NOTE- 132p.; For other proceedings from this conference, see ED 378 414 and ED 399 452.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Students; Art Education; Developed Nations; Developing Nations; Distance Education; Foreign Countries; *Inservice Teacher Education; On the Job Training; Open Education; Postsecondary Education; Prior Learning; Reflective Teaching; *Staff Development; *Student Evaluation; *Teacher Educator Education; *Teaching Methods
IDENTIFIERS- Croatia; Japan; Poland; United Kingdom

This document contains 19 papers presented at a conference on educating adult educators at the University of Exeter, England in July 1998. The following are included: "Themes and Issues in Training the Adult Educator" (Rosesanne Benn); "Training Adult Educators in Poland" (Tadeusz Aleksander); "Educating Teacher Educators" (Nomi Arnom); "The Training of Adult Educators in Western Europe by Open and Distance Learning Methods" (Geoff Chivers, Nikki Chowdry); "The Formation of Prisoners' Own Educational Systems and Their Relationships to 'Outside' Adult Educators: Re-defining the Boundaries of a Discussion on Educating the Adult Educator" (Howard Davidson); "Encouraging Reflective Practice in Adult Educators Studying through Distance Education" (Darryl Dymock); "Training in and for Voluntary Organizations in the UK" (Konrad Elsdon); "Integrated Practice: Reflections on the Need for a New Concept in Our Education of Adult Educators" (Ellen Enggaard and Helle Marstal); "The Role of an Educator in Kyoudou Gakushu (Mutual Study in a Small Group): Educational Provision for Young Adults in Japan" (Yaguchi Etsuko, Fuse Miho); "Developing Teacher Educators for Working with Student Retrained as Teachers in a Mid-life Career Change" (Rivka Geron, Nomi Arnon); "NVQs in Higher Education Tutor Training: The Candidates' Experience" (Yvonne Hillier); "Mirror Images: Reflective Practice in the Training of Adult Educators" (Cheryl Hunt); "When Is Staff Development Not Staff Development? When It's Training" (Ann Jackson); "The Cultural Sources of Dilemmas in Adult Educators' Training in Contemporary Poland" (Witold Jakubowski); "Training Art Tutors in Adult Education" (David Jones); "Adult Educators for Voluntary Groups in the Polish Transformation Period" (Ewa Kurantowicz); "Training Adult Educators for Working with Adults in Croatia" (Ilija Lavrnja, Anita Klapan); "An Open Window for the Training of Adult Educators: Higher Education" (Nick Small); and "Recognising Prior Learning and Assessing Current Competency in the Training of Adult Educators--Does It Devalue the Learning Process?" (Tom Stehlik). Each paper contains references. (KC)

ED 442 992 CE 080 432

Kerka, Sandra

reviews program evaluation and labor market research on the experiences of welfare recipients in the workforce and identifies factors that are linked to sustaining employment and advancing to better jobs. Part III draws on research and program experience to suggest lessons for how to implement work supports, such as wage supplements and post-employment case management. Part IV draws on research and program experience to suggest lessons for implementing job advancement strategies. Part V focuses on supportive services, such as child care, health care, and transportation. Throughout the guide, information is organized into bulleted material that highlights key points and checklists that denote specific suggestions for readers. The guide also provides numerous examples of state and local initiatives. Appendixes include supplementary figures and tables; contact information for 71 organizations; and 236 references. (YLB)

ED 443 009   CE 080 460

Loper, Paul
Chormmunity: Co-Creating Embodied Community.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Development; Adult Education; *Adult Learning; Body Language; *Cooperation; *Empowerment; Learning Processes; Learning Theories; *Transformative Learning
IDENTIFIERS- Egan (Kieran); *Somatization

Chormmunity is a group's collaborative, embodied text-making. It explores interfacings of intention, metaphor, empowerment, inspiration, vision, negotiation, collusion, the propositional, the practical, the experiential, the presentational, the tacit, the sociological, the psychological, epistemology, methodology, and ontology. Chormmunity is liberatory pedagogy; it invites meaning schemes and perspectives to be wrought via community, creativity, and the body. Many thinkers and philosophers believe prelinguistics from our respective infancies undergird the subsequent linguistic nature of the human experience. K. Egan's model of developmental understanding (1997) evolutionarily explores this in correlation with individuals' growth. According to the model, as the Mythic, Romantic, Philosophic, and Ironic Understandings are grown into, they build on and incorporate the Somatic. P. Reason (1994) calls even more strongly for embracing our somatic selves. The ways he advocates the body's primacy suggest knowledge creation as a way of knowing and link transformative learning to holistic inquiry. With symbols, humans can negotiate more information than is tolerable in our incarnateness's finiteness. Metaphor is a linking mechanism on the presentational to propositional continuum. In entering into learning, one necessarily enters into liberation. Given the intrinsic collectivity of humanity, collaboration is paramount pedagogy. Creation--a reciprocal and dialogic process--is part of freedom, the ability to name what is in new ways and acquire power. (YLB)

ED 443 010   CE 080 464

Biggart, Andy
Scottish School Leavers: Gender and Low Achievement. Scottish School Leavers Survey: Special Report II.

skills. (YLB)

ED 443 026 CE 080 484

Illinois Occupational Skill Standards: Lodging Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 00
NOTE- 81p.; For other Illinois Occupational Skill Standards, see CE 080 474-492.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Adult Education; Competency Based Education; Education Work Relationship; Employment Qualifications; *Hospitality Occupations; *Hotels; Job Analysis; *Job Skills; *Managerial Occupations; Occupational Clusters; Performance Based Assessment; Postsecondary Education; Secondary Education; *State Standards; Statewide Planning; Student Certification; *Student Evaluation; Vocational Education
IDENTIFIERS- *Illinois

This document of skill standards for the lodging cluster serves as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These 28 occupational skill standards describe what people should know and be able to do in an occupational setting. Each skill standard contains at least these three areas: performance area (summary of work to be performed); skill standard with conditions of performance, work to be performed, and performance criteria; and performance elements and assessment criteria. These sections may also be included: performance area and assessment and credentialing approach. Introductory materials include the developmental process; assumptions for lodging cluster standards; table of contents; and performance skill levels. Standards are divided into five areas: safety and security; guest services; guest services mid-management; conference-convention sales mid-management; and lodging management. Appendixes include a glossary; lists of committee and council members; and workplace skills. (YLB)

ED 443 027 CE 080 485

Illinois Occupational Skill Standards: Machining Skills Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 97
NOTE- 133p.; For other Illinois Occupational Skill Standards, see CE 080 474-491.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Adult Education; Competency Based Education; *Computer Assisted Manufacturing; Education Work Relationship; Employment Qualifications; Equipment Maintenance; Job Analysis; *Job Skills; *Machine Tools; *Machinists; *Numerical Control; Occupational Clusters; Performance Based Assessment; Postsecondary Education;

Presented at..." (150)
DESCRIPTORS- Citizen Participation; Classroom Environment; *College Environment; College Students; *Educational Experience; *Ethics; Higher Education; *Individual Development; Learning Processes; Majors (Students); *Moral Development; Required Courses; Sex Differences; Student Attitudes

The purpose of this research was to describe and better understand the ethical experiences of graduate and undergraduate, male and female college students attending a university in a rural location of a mid-eastern state. A survey was created to determine the ethical activities of college students. A total of 2,718 surveys were completed. Questions were divided into three general categories: civics, classroom conduct, and personal attitudes. When the results are examined with respect to discipline, such as liberal arts, science, or business, there appear to be some differences between college cadres. This indicates that the college experience as it currently exists does provide some ethical component, though the differences between genders remains significant. It is argued that if the college is supposed to instill a level of ethical behavior in students that they take with them into the real world, then instructors will have to work harder to assure that this ethical behavior becomes a more important part of the educational process. It is strongly recommended that institutions of higher education include a general ethics course as a core requirement for students of all major courses of study. As part of the instructional design to increase moral reasoning and ability, instructors should provide opportunities to explore and debate moral and ethical issues as they apply to the field of study. (Contains 28 references.) (Author/GCP)

ED 443 045   CG 030 110

Daley, Christine E.; Onwuegbuzie, Anthony J.
Relationship between Attributional Errors and At-Risk Behaviors among Juvenile Delinquents.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Problems; *Delinquency; Emotional Adjustment; Guns; *High Risk Students; Juvenile Gangs; Males; Predictor Variables; Secondary Education; Sexuality; Substance Abuse; Violence

The purpose of this study was to determine whether at-risk behaviors (e.g., substance abuse, gun ownership, sexual activity, and gang membership) are associated with violence attribution errors, as measured by Daley and Onwuegbuzie's (1995) Violence Attribution Survey, among 82 incarcerated male juvenile delinquents. Analysis revealed that the following variables contributed significantly to the prediction of the number of attributional errors made: selling drugs; believing that men have a right to expect sex from women; frequency of alcohol use; having friends who died violently; and bringing a gun to school. The present findings provide support for Daley and Onwuegbuzie's (2000) violence attribution theory, suggesting that adolescents who engage in at-risk behaviors are prone to making attributional errors. Specifically, when an adolescent engages in an antisocial behavior, the consequences (cohorts of 1976-1995) each surveyed just before graduation and again within two years. Separate analyses for men (n=12,082) and women (n=15,345) contrasted those who entered military service, college, and civilian employment. Results show that illicit drug use declined more among young military recruits than among their civilian counterparts. Analyses of male recruits at multiple time periods showed declines in the prevalence of marijuana use and cocaine use after the initiation of routine military drug testing. Lower proportions of smokers of half a pack or more cigarettes per day elected to enter service after initiation of tobacco bans during basic training. An appendix discusses racial/ethic differences. Tables contrast substance use between high school seniors, college students, civilians, and those in military service. (Contains 11 tables, 3 figures, and 29 references.) (Author/MKA)

ED 443 065   CG 030 143

Bryant, Alison L.; Schulenberg, John; Bachman, Jerald G.; O'Malley, Patrick M.; Johnston, Lloyd D.
Acting Out and Lighting Up: Understanding the Links among School Misbehavior, Academic Achievement, and Cigarette Use. Monitoring the Future Occasional Paper 46.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Behavior Problems; Cultural Differences; Dropouts; Educational Experience; Models; Parent Influence; Parents; Peer Influence; Secondary Education; Sex Differences; *Smoking; Student Behavior

Relations among academic achievement, school bonding, school misbehavior, and cigarette use from eighth to twelfth grade were examined in two national and panel samples of youth from the Monitoring the Future project (N=3,056). A series of competing conceptual models developed a priori was tested using structural equation modeling (SEM). The findings suggest that during middle adolescence the predominant direction of influence is from school experiences to cigarette use. School misbehavior and low academic achievement contribute to increased cigarette use over time both directly and indirectly. Two-group SEM analyses involving two cohorts--gender and ethnicity--revealed that the findings are robust. In addition, comparisons between high school dropouts and non-dropouts and between eighth-grade cigarette use initiators and nonusers revealed few differences in direction or magnitude of effects. Results suggest that prevention programs that attempt to reduce school misbehavior and academic failure, as well as to help students who misbehave and have difficulty in school constructively avoid negative school and health related outcomes, are likely to be effective in reducing adolescent cigarette use. (Contains 5 tables, 2 figures, and 78 references.) (Author/MKA)

ED 443 066   CG 030 144

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
The Monitoring the Future National Results on Adolescent Drug Use: Overview of Key Findings, 1999.
SPONS. AGENCY- National Inst. on Drug Abuse (DHEW/PHS), Rockville, MD. National Clearinghouse for Drug Abuse Information.; Public Health Service (DHHS), Rockville, MD.

surveyed teachers of grades 2, 3, 4, and 5 (73%) and 16 of 22 school psychologists (73%) indicated that they do, routinely, evaluate students' spelling production when judging the referral-related significance of reading skill delays. In a second, separate survey, 55 primary and 48 intermediate grade teachers rated the importance of each of five specific types of spelling errors to the diagnosis of reading disability among moderately delayed readers. For two of the error types, the teachers were quite knowledgeable about their discriminative relevance. However, across all five errors, the rate of correct response was only 57%, and teachers were particularly likely to misjudge the relevance of letter orientation mistakes. The results of this study, though encouraging in some aspects, point out the gap that still exists between what is currently known, versus what actually is practiced, in the diagnosis of reading disability. (Contains 2 tables and 13 references. Appendix A contains the Spelling Error Survey--Instructions to Teachers. Attached are a primary and an intermediate level example of the form used in the study.) (Author/RS)

ED 443 086 CS 014 022

Griffin, Elizabeth A.
Narrowing the Gap in Reading: Instructional Promise and Peril.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decoding (Reading); Grade 1; *Instructional Effectiveness; *Intelligence Quotient; Primary Education; *Reading Achievement; Reading Improvement; Reading Research; *Reading Skills; Teacher Behavior

The study evaluates the influence of time devoted to reading-related classroom experiences on reading achievement for first grade children with lower versus higher IQ scores. Initially, it was anticipated that lower IQ children in classrooms with more time allocated to reading-related activities would make greater gains in word decoding skill than their low IQ peers in classrooms with less time allocated. The results led to a refinement of the initial hypothesis. Based on preliminary analyses, a model of reading instruction was developed that distinguishes time devoted to teacher-directed activities from time spent in child-directed activities (primarily silent sustained reading). Each type of reading experience had significant effects on growth in word decoding skill for first grade children, but these effects were not evenly distributed by IQ group. In fact, the results suggest that child-directed activities, the predominant type of reading experience (at least in the school district studied), differentially contributed to the growth in word decoding skill for high IQ children. Teacher-directed activities, by contrast, had markedly greater effects on low IQ children's growth in word decoding skill. (Contains 12 references, 6 tables and 2 figures of data.) (Author/RS)

ED 443 087 CS 014 024

Kennison, Shelia M.
The Role of Sentence Context in the Resolution of the Word "to" during Reading.

Approach to Teacher Education" (D. Stuart; M.G. Pershey; L.D. Hayes); "Insights in Implementing Family Literacy Programs" (J. Anderson; W.T. Fagan; M. Cronin); "Collegiality in Higher Education: Taking the Risk and Making It Work" (S. Popplewell; L. Martin; S. Kragler; V. Hall); "The Influence of Portfolio Selection on Reflective Thinking" (D. Truscott and B.J. Walker); and "It Takes an Informed Village to Make Positive Changes" (S. Kragler; V. Hall; C. Walker; M. Craig; B. Goerss; R. Murry). Individual papers contain references. (NKA)

ED 443 108 CS 014 071

Dugan, JoAnn R., Ed.; Linder, Patricia E., Ed.; Linek, Wayne M., Ed.; Sturtevant, Elizabeth G., Ed.
Advancing the World of Literacy: Moving into the 21st Century. The Twenty-First Yearbook: A Peer Reviewed Publication of the College Reading Association, 1999. Papers from the College Reading Association Conference, 1998 .
PUB DATE- 99
NOTE- 295p.; For the Twentieth Yearbook, see CS 014 070.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Higher Education; *Literacy; Literature; *Professional Development; *Reading Processes; *Reading Research; Teacher Education; Writing (Composition); Yearbooks
IDENTIFIERS- *College Reading Association

This 21st Yearbook of the College Reading Association reflects the ongoing efforts of a group of scholars who have dedicated their professional lives to the advancement of literacy through inquiry that is linked with actual teaching and learning. Following the Presidential Address by Timothy V. Rasinski, "Outside of a Dog, a Book Is Man's Best Friend: Inside of a Dog, It's Too Dark to Read (with Apologies to Groucho Marx)," and the Keynote Address by Donna E. Alvermann, "Are We Trend Spotters or Tale Spinners? A Report from the Field," papers in the yearbook are: "How the SQ3R Came to Be" (W. Pauk); "A Case Study of a Last-to-Emerge-into-Literacy First-Grade Reader and the Interplay of Reader and Contexts" (L.S. Wold); "Emergent Readers and Literature Circle Discussions" (B.G. Williams); "Preservice Teachers Constructing Their Meanings of Literacy in a Field-Based Program" (M.A. Martin; S.H. Martin; C.E. Martin); "Collaborative Research, Reflection and Refinement: The Evolution of Literacy Coursework in a Professional Development Center" (M.B. Sampson; C. Walker; M.Fazio); "The Impact of School-University Partnerships on Reading Teacher Educators: Important Conversations We Must Have" (D.L. Wiseman); "Professional Development to Promote Early Literacy Achievement" (R.M. Bean; R.T. Eichelberger; A. Swan; R. Tucker); "'I Just Loved Those Projects!' Choice and Voice in Students' Computer-Based Language Arts Activities: A Case Study" (S. Nixon-Ponder); "Using Literacy Play Centers to Engage Middle Grade Students in Content Area Learning" (L. Romeo and S.A. Young); "'No Somali! Only English!' A Case Study of an Adult Refugee's Use of Appropriate Materials When Learning English and Reading Skills" (J.S. Richardson); "Teaching Effective Research Strategies to Elementary School Students" (J.K. Kidd); "New Directions for Developmental Reading Programs: Meeting Diverse Student Needs" (J.L. Higbee); "Learning from Experience: Preservice Teachers' Perceptions of Literature Discussions" (J.R. Dugan); "Encouraging Metacognitive Awareness in Preservice Literacy Courses" (J.B. Matanzo and D.L. Harris); "Preservice Teachers Constructing transfer spelling skills to their daily writing across the curriculum due to a lack of a formal spelling curriculum. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: establishing a print-rich environment, direct teaching of spelling strategies, and implementing student centered activities. Post intervention data indicated that the students internalized spelling strategies in daily writing. More research is necessary to determine whether improved spelling is a result of the intervention. (Contains 27 references, and 3 tables and 5 figures of data. Appendixes provide illustrations of developmental stages of learning to spell, a developmental spelling checklist, and writing and spelling samples.) (Author/RS)

ED 443 131 CS 217 209

Hogenraad, Robert
Once Is Not Enough: Statistical Simulation of Textual Data.
PUB DATE- 00
NOTE- 9p.; "Acknowledgment is made to the National Fund for Scientific Research, Belgium." Paper presented at the Seventh Congress of the International Society for the Empirical Study of Literature (IGEL) (Toronto, Ontario, Canada, July 31-August 4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Literary Criticism; *Scholarship
IDENTIFIERS- *Empirical Research; Resampling Techniques; *Text Processing (Reading); Textual Analysis; Ulysses (Joyce)

Reproduction is part of the regulations of daily speech. Everyday experience shows there are different ways to convey the same information: starting sentences that are quickly rephrased using other words, manuscripts passing through draft states before the writer decides upon the final version. In more ways than one, any text is always but the sample of another one and the words read are but the visible part of an iceberg. James Joyce's "Ulysses" was content analyzed using the Regressive Imagery Dictionary. Among other things, this dictionary allows a person to assess the degree of presence, in texts, of primordial thought content. A negative linear profile is observed, i.e., primordial content decreases as the one-day journey goes by. Pondering this negative linear profile generates wonder about the enterprise of statistical analysis, how little it says, how brittle is a quantitative analysis of a literary work in the face of the uncertainty that surrounds such data. New ways to look at literary data consist of resampling thousands of time data that by nature exist in only one exemplar, bringing empirical study of literature down to what literature is made of--inking out, excisions, alterations, disappearances. The rates of primordial thought content were repeated 2000 times, using a bootstrap algorithm. The best contribution a researcher can make to empirical studies of literature is to "hammer" scholars to see how well resampling allows researchers to assess the degree of uncertainty associated with any measurement. (Contains 3 figures, 5 notes, and 16 references.) (Author/NKA)

ED 443 132 CS 510 367

Androjna, Elizabeth; Barr, Mary Ellen; Judkins, Jennifer

Change; Elementary Secondary Education; Evaluation Criteria; Public Schools; *Resource Allocation; *School Districts; School Effectiveness

California state law requires a sponsoring agency to determine whether charter schools nearing the end of their term should have their charters renewed. Los Angeles Unified School District (LAUSD) was one of the first to grant charter school status, and consequently among the first to renew school charters. The district contracted with WestEd, a nonprofit research, development and service agency, to conduct an evaluation of 13 of the district's operating charter schools (elementary, middle, and high school levels) with an emphasis on the schools whose charter terms were nearing an end. The 5-month evaluation was designed to provide one piece of information that could be brought to bear on the board's renewal decisions. This brief provides a description of LAUSD's charter schools, types of charter school sponsorship, and information regarding such problems as liaison between school and district, interaction between charter and other schools, performance goals and accountability systems, and how districts can work better with charter schools. (Contains 11 references.) (DFR)

ED 443 152 EA 030 459

Vincent, Phil; Kaberon, Rachel
Sustaining Educational Technology: Funding Challenges and Opportunities for Policymakers. Policy Issues. Issue 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Mediated Communication; *Educational Finance; Educational Improvement; *Educational Technology; Elementary Secondary Education; Financial Support; *Policy Formation; Public Schools; *Staff Development
IDENTIFIERS- North Central Regional Educational Laboratory

Financial support for implementing technology in the public schools has come from a wide spectrum of sources. How much is being spent, where the funds come from, and whether funding will be sustained ultimately determine the degree to which students will be participants in an increasingly technology-driven society. This edition highlights the pros and cons associated with financing technology through typical and uncommon means, drawing attention to initiatives where policymakers might take an active role. The issue includes examples of how states and districts have maximized savings and funded educational technology, the benefits and pitfalls in designing flexible budgets to support technology infrastructures via comprehensive school improvement initiatives, and the increasing need for budgeted, ongoing staff development for teachers and administrators integrating technology into their curricula. This issue lists fundraising and cost-saving possibilities to fund educational technology, restructuring budgets to support technology funding, and common challenges to funding efforts, such as the antitax sentiment, and lack of teacher proficiency with computers. (DFR)

ED 443 153 EA 030 460

studies can add meaningfully to the field's knowledge base. (Contains 157 references.) (DFR)

ED 443 172 EA 030 485

Smith, Jaimie; Karr-Kidwell, PJ
The Interdisciplinary Curriculum: A Literary Review and a Manual for Administrators and Teachers.
PUB DATE- 00
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Guides; Administrator Role; *Curriculum Development; Elementary Secondary Education; *Integrated Curriculum; *Interdisciplinary Approach; Literature Reviews; Parent Role; Student Participation; Student Role; Teacher Role

The purpose of this paper was to provide a literary review and to create a manual explaining the difference between an interdisciplinary curriculum and other curriculum approaches. An interdisciplinary curriculum is a holistic approach that links the disciplines by emphasizing relationships and connections. A different approach to curriculum development and one that moves away from the traditional, subject-centered approach is curriculum integration. The three most common forms of integration are multidisciplinary, transdisciplinary, and interdisciplinary. The multidisciplinary approach connects two or more disciplines such as math and science. In the transdisciplinary approach, the content and the theme are the same, and there is no division between the disciplines. The interdisciplinary approach starts with the disciplines and connects them with each other, the overall theme, or the issues. Each one of the integrated approaches uses issues, problems, or themes to organize the content. The last section of the handbook contains information from discussions with 1 administrator, 8 teachers, and 12 students on the positive impacts of an interdisciplinary approach. The appendix is a manual for administrators and teachers. (Contains 55 references.) (MLF)

ED 443 173 EA 030 494

Golden, Nancy; Gall, Joyce P.
The Complete Toolkit for Building High-Performance Work Teams.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Elementary Secondary Education; Leaders Guides; Organizational Development; Participative Decision Making; Performance; *Team Training; *Teamwork

This workbook is designed for leaders and members of work teams in educational and social-service systems. It presents in a

Cleaver, Mary Jo
The 1998-99 Wisconsin Full-Time Inter-District Public School Open Enrollment Program: A Report to the Governor and the Legislature.
PUB DATE- 00
NOTE- 67p.; Cover page varies from title page.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Financial Support; Government Publications; *Open Enrollment; *Public Schools; Special Classes; *Superintendents
IDENTIFIERS- *Wisconsin Department of Public Instruction

This report provides a description of open-enrollment programs, including tables showing the number of applications and transfers by grade, by race, and by special education status. In addition, the report provides summary information, such as the number of school districts in which more than 3 percent of the students transferred out, the number in which more students transferred into the district than out of the district, and vice versa. The report also provides information about appeals of school district denials of open-enrollment applications, including reasons for denial, outcomes of the appeals, and the most common reasons that school-board decisions were overturned. The report includes information about the number of low-income parents who received transportation reimbursement, including the total amount of transportation reimbursement paid, the average reimbursement per student, and the average number of miles students were transported. Seven appendices provide much of the above data on an individual school district basis. (DFR)

ED 443 195 EA 030 528

Wendel, Frederick C.
A Study of the Supply and Demand of School Administrators in Nebraska.
SPONS. AGENCY- Nebraska Council of School Administrators, Lincoln.; Nebraska Association of School Boards, Lincoln.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Qualifications; *Administrator Selection; Elementary Secondary Education; *Faculty Recruitment; *Personnel Selection; Public Schools; School Administration
IDENTIFIERS- *Nebraska

A survey developed by a task force composed of the Nebraska Council of School Administrators and the Nebraska Association of School Boards was completed by 226 school superintendents, mostly from rural districts. The respondents reported that 801 administrators were employed in their districts and supplied estimates of retiring administrators. An overall retirement rate of 60.9 percent within 10 years was calculated. The positions with the largest number of vacancies within the past 5 years were, in order, senior high school principals, elementary school principals, central-office administrators, and assistant senior high school principals. This study supplies information about the number of position vacancies, qualifications for such vacancies, and improving the supply and

(055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; Advocacy; Agency Cooperation; Behavior Problems; *Change Strategies; College Students; Delivery Systems; Disability Identification; *Discipline Policy; Educational Improvement; Emotional Disturbances; Etiology; Foreign Countries; Higher Education; Incidence; *Interpersonal Communication; *Mental Disorders; *Student Personnel Services; Symptoms (Individual Disorders); Teacher Student Relationship
IDENTIFIERS- *Australia

This resource kit provides information intended to assist Australian disability liaison officers (DLO) and others who work with college students with psychiatric disabilities to understand the effects of mental health issues on learning in the context of post-secondary education. The guide suggests a range of compensatory strategies that aim to optimize learning outcomes for students and considers how institutions are best able to meet the needs of this group of students. The suggestions and strategies are the result of an Australia-wide research project that investigated the learning support needs of students with psychiatric disabilities. The kit is divided into the following sections: (1) understanding students with mental health issues (forms of mental disorders, and time frames and onset of mental disorders); (2) support processes and structures (principles of relating to students with mental health issues, suggestions for monitoring student progress, and advocacy options); (3) management strategies (collaborative linkages with external providers, dealing with unusual behavior, and student discipline); and (4) implications for policy and systemic changes, including internal and external systems. An appendix includes tables that provide suggested accommodation strategies for the following functions: perceptual, consciousness and attention, organizational and planning, cognitive, emotional, psychological, interpersonal, behavioral, and physiological. (CR)

ED 443 217   EC 307 910

Andrews, Jane; McLean, Patricia
Mental Health Issues on Campus: A Resource Kit for Students.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 99
NOTE- 53p.; For the Resource Kit for Staff, see EC 307 910.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; College Choice; College Students; Drug Therapy; Foreign Countries; Interpersonal Communication; *Mental Disorders; Postsecondary Education; *Self Advocacy; Self Disclosure (Individuals); *Self Management; Student Personnel Services; *Student Rights; *Study Skills
IDENTIFIERS- *Australia

This resource kit provides information intended to assist Australian college students with psychiatric disabilities in understanding the effects of mental health issues on learning in the context of post-secondary education. The guide suggests a range of compensatory strategies that aim to optimize learning outcomes for students and considers how institutions are best able to meet the needs of this group of students. The suggestions and strategies are the result of an Australia-wide

NOTE- 103p.; Theme issue. Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; *Educational Strategies; Elementary Secondary Education; Family Involvement; Family Programs; Gifted; *Gifted Disabled; *Learning Disabilities; *Spatial Ability; *Student Characteristics; Television; Therapy

This issue of a research journal on gifted education explores issues surrounding gifted children who also have learning disabilities. Specific articles include: (1) "Notes, Quotes, and Anecdotes" (Francis Cartier); (2) "Gifted Children with Learning Disabilities: A Review of the Issues" (Linda E. Brody and Carol J. Mills), which examines current policies and practices with regard to defining, identifying, and educating gifted children with learning disabilities, and offers recommendations to ensure that these students receive the intervention needed to help them achieve their full potential; (3) "Gifted, LD, and Gifted/LD Children's Understanding of Temporal Sequencing on Television" (Robert Abelman), which found that gifted and gifted children with learning disabilities demonstrated a higher level of comprehension of the basic realistic mode of presentation than typical children and children with learning disabilities; (4) "Characteristics of 12th-Grade Students Seriously Deficient in Spatial Ability" (Carol L. Gohm, Lloyd G. Humphreys, and Grace Yao), which found that students who were unexpectedly low in spatial ability performed relatively well on cognitive tests that required answering unambiguous questions by retrieving information directly from long term memory, whereas they scored relatively poorly on tests requiring inference and perception of relations among novel stimuli; and (5) "Family Therapy with Intellectually and Creatively Gifted Children" (Sidney M. Moon and Alex S. Hall). (Articles include references.) (CR)

ED 443 239 EC 307 933

Manninen, Charles O.
Relaxation, Cognitive Therapies, Tibetan Buddhist Perspectives Thereon and Implications for the Instruction of Students with Challenging Behaviors.
PUB DATE- 00
NOTE- 51p.; Master's Research Project, Marietta College.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aggression; Anxiety; Attention Deficit Disorders; *Behavior Disorders; *Behavior Modification; *Buddhism; Elementary Secondary Education; Intervention; Program Implementation; *Relaxation Training; *Stress Management; *Transcendental Meditation

This paper reports the outcomes of a study that explored Buddhist psychology in terms of what answers it might offer relative to intervention that special educators could apply to students who display challenging behaviors. A literature review was conducted of Buddhist psychological theories and comparable Western psychological theories, and research was done on Western interventions which seem compatible with the theories. The report discusses findings on the role of instincts/Buddhist realms, characteristics of instincts/realms, personality attributes of the child with challenging behaviors, and approach to skill development, the Partnerships Project identified personnel with expertise in deaf-blindness and/or areas of programmatic support that were relevant to individuals with deaf-blindness. Project funds were then utilized to develop a deaf-blind service support model based on the purchase of necessary expertise to form an individual student planning team around those individuals with deaf-blindness whose families require more or different types of technical assistance than are currently available through the state. If the needs of a student could not be addressed by in-state resources, consultation and training by out of state experts in the needed area of specialization were available. The Partnerships Project resulted in increased access to resources for teams and families supporting students with deaf-blindness statewide. It was able to coordinate relatively limited specialized resources to achieve the maximum benefit for these families and children. The report discusses the goals and achievements of the project. (CR)

ED 443 259 EC 307 955

Montana Partnerships for Rural Resource Teams Project Manual.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 87p.; The Project collaborator was the University of Montana, Rural Institute on Disabilities.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); *Deaf Blind; Delivery Systems; Elementary Secondary Education; *Family Involvement; Inservice Education; *Interdisciplinary Approach; Partnerships in Education; Program Development; Program Implementation; Resource Materials; *Rural Areas; Services; Specialists; State Programs; *Teamwork; *Technical Assistance
IDENTIFIERS- *Montana

This project manual from the Partnerships for Rural Resource Teams Project, a project designed to build upon the foundation of services for children and youth with deaf-blindness in Montana, opens with guiding principles of the project and a description of the types of available services. Grounded in a framework that draws upon the principles of collaborative teamwork, contextually based technical assistance, family involvement, and an ecological approach to skill development, the Partnerships Project identified personnel with expertise in deaf-blindness and/or areas of programmatic support that were relevant to individuals with deaf-blindness. Project funds were then utilized to develop a deaf-blind service support model based on the purchase of necessary expertise to form an individual student planning team around those individuals with deaf-blindness whose families required more or different types of technical assistance than currently available through the state. This manual contains a list of lending materials available, answers to frequently asked questions about the Montana Technology Access Center, a description of services available at the Montana Technology Access Center, a description of programs and services available from the Helen Keller National Center, Office of Public Instruction trainer guidelines, guidelines for responding to requests for technical assistance, and Deaf-Blind Partnerships Project planning forms.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bantu Languages; *Descriptive Linguistics; *Diachronic Linguistics; Foreign Countries; Morphology (Languages); *Phonetics; *Phonology; Second Language Instruction; Second Language Learning; Shona; Uncommonly Taught Languages
IDENTIFIERS- Botswana; *Kalanga; Zimbabwe

This book is the first comprehensive study of the sound system of Ikalanga, a Bantu language of the Shona group, and its distribution in the phonology. Using both phonetic factors and typological evidence from other languages of the world, Bantu as well as non-Bantu, the book provides a careful and elaborate study on different phonological processes such as high vowel frication (spirantization), palatalization, velarization, aspiration, and depressor consonants and tones, all of which are of great interest to linguists in general. It further considers how these different processes produced certain sound changes diachronically, some of which are still manifested as active morphophonemic alternations in this language today. These morphophonemic alternations are found in such morphological processes and diminutive formation, causativization, and passivization. Its inclusion of three appendices on reflexes of Proto-Bantu, verb paradigms, and a Ikalanga-English lexicon respectively makes it a very useful source of information for comparative Bantuists. Chapter titles include: "Segment Inventory, Phonotactics, and Selected Aspects of Morphology"; "Effects of Close Vowels"; "Palatalization"; "Velarization"; "Aspiration and Its Effects"; and "Depressor Consonants and Tone." (KFT)

ED 443 281 FL 026 319

Feghali, Maksoud N.
Spoken Lebanese.
PUB DATE- 99
NOTE- 217p.; Includes an accompanying audiotape.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arabic; Dialogs (Language); Ethnic Groups; Foreign Countries; Grammar; Nonstandard Dialects; *Phonetics; *Regional Dialects; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- Jordan; *Lebanese; *Lebanon; Syria

This book teaches the Arabic Lebanese dialect through topics such as food, clothing, transportation, and leisure activities. It also provides background material on the Arab World in general and the region where Lebanese Arabic is spoken or understood--Lebanon, Syria, Jordan, Palestine--in particular. This language guide is based on the phonetic system. Each lesson is structured around short dialogues, culture and vocabulary terms, grammar notes, and practical reinforcements. Topics covered include the following: greetings and formalities; socializing and family members; dates and numbers; post office and telephone; biographical information and transportation; directions and road conditions; food and nutrition; clothing; health and medical problems; professions and careers; housing and living conditions; hobbies and leisure activities; mishaps and offenses; nature and climate; and courtesy expressions and interjections. An appendix and index are included. (KFT) standards works; passionate, creative teaching is crucial; difficulties will arise and can be surmounted; and excellent work eventually brings recognition and reward. (SM)

ED 443 301 HE 033 055

Fincher, Cameron
The Influence of British and German Universities on the Historical Development of American Universities.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Annual Forum of the European Association for Institutional Research (11th, Trier, Germany, August 27-30, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; College Faculty; *Colleges; Comparative Education; Educational History; Foreign Countries; *Higher Education; Institutional Administration; Institutional Characteristics; *International Education; Partnerships in Education; Professional Autonomy; Research Universities; School Business Relationship; United States History
IDENTIFIERS- *Germany; *Great Britain

This monograph provides a historical review of British and German influences on the development of American universities. The paper traces the foundations of modern universities to medieval institutions, such as the universities of Paris and Bologna, to such institutions as Oxford and Cambridge, and to German universities, which were founded as state institutions with the right of self-government. It also examines the concept of American "Wanderjahre", the influence of German scholarship on American social science, British and German influences on administrative titles and faculty rank, and the post-World War II university, which is described as an interesting mixture of old and new and having partial solutions to problems of another day. A concluding section examines policy issues of common concern to American, British, German, and other continental universities, including: public perceptions of higher education as a public resource that must be brought to bear on complex societal and cultural problems; international cooperation in a global economy based on technological innovation; innovative partnerships among research universities, industry and business, and government; leadership and management education and/or development in multinational, intercultural, technologically oriented societies; and institutional effectiveness in education and training, research and development, public service, and other university responsibilities. (Contains 33 references.) (SM)

ED 443 302 HE 033 056

Fincher, Cameron, Ed.
Defining and Assessing Quality.
PUB DATE- 94
NOTE- 107p.; These papers were presented at an invitational seminar held on March 1-2, 1993 at the Georgia Center for Continuing Education, which focused on defining and assessing educational quality.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Accountability; Diversity

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Cooperative Planning; Elementary Secondary Education; Higher Education; *Institutional Cooperation; *Integrated Services; *Leadership; Networks; Organizational Theories; Partnerships in Education; *Program Administration; Public Schools; School Community Programs; School Community Relationship; Social Services; Universities
IDENTIFIERS- *Project Coordination

This study explored the role of the resource network coordinator in contemporary university-school-community agency partnerships. The study involved nine inter-organizational partnerships linked through a nationally administered multiyear grant program. Partnerships were based on holistic concepts of children's conditions and provided integrated educational and social services within public schools. Each partnership involved a university, a public school or schools in an economically disadvantaged area, and social service agencies, with further collaboration established between the university's graduate school of education and social work. Data collected over four study years included field notes, group and individual interviews with key participants, focus group transcripts, and site visits. Sections of the paper examine problems of education-community partnerships, organization theory, characteristics of a resource network coordinator, research design and methods, and assessment of project effectiveness. The study then compared the accomplishments of nine project coordinators--seven of whom were deemed unsuccessful and two of whom were considered successes. Results indicated a range of approaches to the selection of project coordinators; and most were university-based. At one of the two successful projects, participants parceled out aspects of the network coordinator role to a range of people; at the other successful site, the coordinator acted as a program-wide facilitator. (Contains 26 references.) (SM)

ED 443 321   HE 033 076

Antonio, Anthony Lising
Developing Leadership Skills for Diversity: The Role of Interracial Interaction.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Cultural Awareness; *Diversity (Student); Higher Education; *Interpersonal Relationship; Knowledge Level; *Leadership Qualities; Leadership Training; *Racial Relations; Student Attitudes
IDENTIFIERS- Friendship Formation; *Transracial Communication

This study examined how college students' interracial/interethnic interactions affected development of leadership skills, knowledge of diverse people, and ability to get along with diverse people. Data came from the 1991 and 1992 Freshman Survey and the College Student Survey, administered by the Higher Education Research Institute. The sample included 8,877 first-time full-time students attending 115 predominantly white, four-year private institutions. Dependent variables were self-rated leadership abilities and self-rated changes in

IDENTIFIERS- Boise State University ID

This study, which is a companion to a study on 10-year enrollment and graduation patterns for new freshmen and transfers, sought to quantify how much more likely college students were to graduate if they were transfers, were enrolled continuously, were mostly full-time, and began their academic careers with good first-semester grade point averages (GPAs). The number of credits transferred was included to help explore why transfers were more likely to graduate. Age, gender, and ethnicity were used to control for differences between and within freshmen and transfer groups. Graduation was checked at three points (4-, 6-, and 10-years). The study was based on 2,459 Boise State University (Idaho) students who entered in fall 1989; 1,692 were new freshmen and 767 were new transfers. The study found that transfer students were more likely to graduate than new freshmen, with the most important variables in predicting graduation being full-time enrollment and first semester grade point average. Discontinuous enrollment reduced the odds of graduation. For each semester of credits transferred, students significantly improved their odds of graduating. Age, gender, and ethnicity had little effect on predicting graduation. Appended is information on the logistic regression model. (SM)

ED 443 340   HE 033 097

Belcheir, Marcia J.
Ten Year Enrollment and Graduation Patterns for 1989 New Freshmen and Transfers. Research Report.
PUB DATE- 99
NOTE- 20p.; For a related document from the same author, see HE 033 096.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *College Freshmen; Dropout Research; *Enrollment Trends; Higher Education; Longitudinal Studies; Prior Learning; School Holding Power; Stopouts; Student Attrition; Tables (Data); *Time to Degree; *Transfer Rates (College); *Transfer Students; Withdrawal (Education)
IDENTIFIERS- *Boise State University ID

This study addressed the question of how much graduation rates would improve if new students were followed for 10 instead of four or six years from their date of first enrollment; it also compared enrollment and graduation patterns of new freshmen and new transfers to see if graduation rates were similar after 10 years. Participants were all undergraduate degree-seeking students enrolled at Boise State University (Idaho) for the first time in fall 1989; 1,692 were new freshmen and 767 were new transfers. The study results confirmed that most school leavers left during the first year. For students who continued to enroll, about 45 percent of freshmen and 38 percent of transfers showed a pattern of enrolling, leaving, and then returning. Both new freshmen and transfers also switched between full- and part-time enrollment status, although transfer students showed a more consistent pattern and had higher graduation rates. While only 11 percent of freshmen and 28 percent of transfer students had graduated after four years, graduation rates improved when examined over the 10-year period; after 10 years 41 percent of new transfer students had graduated compared to 33 percent of new freshmen. Appendix tables and charts present enrollment and graduation information. (SM) feedback on why test answers were right or wrong; return of written assignments within a reasonable time; and explanations of how writing assignments would be evaluated. The survey shows that these preferred practices are frequently absent from the classroom. In terms of direct instruction and self-perceptions, older students differ very little from younger students. In the area of instructional preferences, there were differences for age, but not for gender. There were few differences in students' perceptions of their ability to handle the demands of college. (Contains 24 references.) (RH)

ED 443 359 HE 033 117

Review of Undergraduate Student Financial Aid in Virginia's Public Institutions. Report of the Joint Legislative Audit and Review Commission to the Governor and the General Assembly of Virginia. House Document No. 11.
PUB DATE- 99
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Educational Finance; Eligibility; Financial Aid Applicants; Government School Relationship; Grants; Higher Education; Merit Scholarships; Need Analysis (Student Financial Aid); No Need Scholarships; *Paying for College; Scholarship Funds; *State Aid; State Programs; *Student Financial Aid; Student Loan Programs; *Undergraduate Students
IDENTIFIERS- *Virginia

This study, mandated by Virginia law in 1999, reviews need-based student financial aid programs. The mandate specifies that the study must review policies and implementation strategies used in other states; present alternative policies and administrative structures for need-based programs in Virginia; provide alternatives for a simplified, equitable, need-based financial aid program for students and parents; and examine merit and incentive scholarship plans and make recommendations regarding their application in Virginia. Following the introduction, which examines need- need-based aid in Virginia, separate chapters examine the current state financial aid system, including eligibility criteria, institutional award schedules, and government oversight regulations; assess alternatives for need-based financial aid; and review merit and incentive scholarship programs and their application in Virginia. The study found that the state could improve administration of its programs by better articulating policy; monitoring the awarding of state grants to eligible students; identifying students who did not receive the aid for which they were eligible; and calculating the amount needed to fully fund grants to eligible students. Five appendixes include the study mandate, and present data on financial aid by institution; other need-based programs; need-based processes in other states; states' funding of programs; and state agency responses to the study findings. (RH)

ED 443 360 HE 033 118

Direct Consolidation Loan Guide for Schools.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

graduate student mentors; the goal of the mentorship is to provide technological knowledge and skills, to integrate the new learning in a professional context, and to reflect on the learning process. The mentorship involves weekly meetings over one semester and has an established agenda. Both mentor and mentee must be willing to engage in personal learning experiences that reflect differences in rates of learning. The paper cites many excerpts from reflective journals maintained by mentor and mentee throughout the semester; they examine building personal knowledge and skills, integrating new learning into a professional context, reflections on the learning process, and reflections on the computer technology mentorship. The paper argues that in encouraging faculty to use technology in teaching, one-on-one mentorships can be cost-effective, personally rewarding experiences. (Contains 35 references.) (CH)

ED 443 378   HE 033 143

Tucker, Shelia Y.
Assessing the Effectiveness of Distance Education versus Traditional On-Campus Education.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; Business Education; *Cognitive Style; Computer Mediated Communication; *Distance Education; Educational Media; *Educational Technology; Electronic Mail; Facsimile Transmission; Higher Education; Independent Study; Instructional Design; Internet; *Media Adaptation; *Nontraditional Education; Online Systems; *Student Characteristics; Undergraduate Students
IDENTIFIERS- *Canfield Learning Styles Inventory

This study compared the effectiveness of distance education versus on-campus education, as measured by pre- and post-tests, differences in final exam scores and final course grades, age, and preferred learning styles. Learning style preferences were determined by the Canfield Learning Styles Inventory. Participants included 47 undergraduate students enrolled in a business communications course at a North Carolina university; 23 students were enrolled in the traditional on-campus class and 24 students in the distance education class. Both groups had the same instructor and studied the same course content in the same time frame; classes differed in terms of scheduling, accessibility to the instructor, and instructional media and method. The study found no significant differences between pre-test scores and final course grades. However, analysis revealed significant differences in post-test scores, final exam scores, and students' age, with distance education students (who were on average older than traditional students) having higher post-test scores and higher final exam scores. No differences were observed in final course grades. Analysis of learning style preferences found a preference for organization and detail in both groups; the least preferred style for traditional students was independent, and for distance students, the least preferred style was authority. (Contains 16 references.) (CH)

ED 443 379   HE 033 144

Curricular-Interpersonal Balance.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Writing; Classroom Communication; *Communication (Thought Transfer); *Computer Mediated Communication; *Electronic Mail; Grade 3; Interpersonal Communication; Primary Education; Writing Skills
IDENTIFIERS- *Childrens Responses

The purpose of this paper is to portray children's writing as a medium for participation in social response to an audience, in a situation where children are active contributors to evolving written dialogues. Throughout this 2-year project, data were collected by compiling the e-mail correspondence between the adults (the researcher and five graduate students) and 5 to 6 children that took place weekly from September through April of each school year. The children's classroom teacher and the researcher kept logs to follow the children's development as writers. Quantitative analysis was used to clarify patterns of activity in the data which would lead to the "comprehensive description and interpretation of meaning" of the children's e-mail letters. Within- and across-case data analysis examined variations in the nature of the child and adult e-mail letters across participants, within each participant case, and across time. The unit of analysis was the e-mail exchange, which included the initiating child letter and all further adult-child letter exchanges that maintained a topical focus. The critical parts of an e-mail exchange were then compared in order to derive the following coding categories that described the variation between units: language functions; presentation styles; temporal sequence; and tone the children and adults used when communicating. This set of components was applied to the data in order to describe the nature of the writing across the group of children. Two tables show e-mail language functions and presentation styles. (Contains 25 references.) (AEF)

ED 443 398   IR 020 276

Recker, Mimi M.; Olson, Daren; Rogers, Jim; duPlessis, Jacques
A Thinking Practices Framework for Instructional Technology.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Educational Change; *Educational Development; *Educational Practices; Educational Principles; *Educational Technology; *Educational Theories; Teaching Models
IDENTIFIERS- Technology Integration

This paper examines some of the theoretical changes that have led the field of instructional and educational technology into a time of critical transactions. It begins by outlining some of the standard notions and assumptions within the field of instructional technology, and goes on to examine how they may

DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computer Software Selection; Computer Uses in Education; Educational Technology; *Preschool Education
IDENTIFIERS- Technology Implementation; *Technology Integration

Many educators have concerns about integrating appropriate software in the pre-school curriculum and about what to consider when selecting this technology. This paper presents a criteria for selecting appropriate software for early childhood education. The software that is selected should allow children to explore it and the programs should be child-initiated. Educators should consider the software's age appropriateness, whether it allows independence, its content, and whether it can hold a child's interest. The software should not be isolated but should support all areas of interest--such as blocks, sand, science, dramatic play--and activities that go on in the classroom. Educators should decide on a theme, select appropriate theme-related software, and then develop the activities that will follow. The computer should be seen as another positive tool that can be used to enhance learning and development, and educators should continue to learn about the benefits of this technology for education. (AEF)

ED 443 419 IR 020 340

Cardona de Divale, Maria Victoria
Is Software Available for Early Childhood Spanish Speaking Children?
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Students; Computer Assisted Instruction; *Computer Software Evaluation; Computer Software Reviews; Computer Software Selection; Early Childhood Education; Educational Technology; *Spanish; *Spanish Speaking

A search was conducted on the Internet for software available for bilingual Spanish-speaking children. The only programs found under this heading were 18 programs for learning Spanish. Five of the least expensive were selected for review using a standardized scale for evaluating children's software. Four of the programs were found to be inappropriate because they were based on the assumption that children already know how to use the computer. One program, "JumpStart Spanish," scored very high and had many attributes of successful software for children. The following criteria can be used in selecting software for the bilingual user (Bishop, 1990): accuracy and correctness of content; software that is note limited by regionalism or dialect; open-ended design; interactivity; depth of content; educational soundness; ease of use; age-appropriateness; cultural sensitivity; and visual appeal. Web site addresses that offer software for Spanish children are given, and prices are listed for several Spanish software products. Appendices include a checklist for analyzing children's software; online reviews; and a more detailed review by the author of six software programs for Spanish-speaking children. (AEF)

ED 443 420 IR 020 343

Lapadat, Judith C.
Teaching Online: Breaking New Ground in Collaborative Thinking.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Conference of the

PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developed Nations; Foreign Countries; *High Interest Low Vocabulary Books; Independent Reading; *Literacy Education; Reading Instruction; *Supplementary Reading Materials
IDENTIFIERS- *Australia; Vietnam War Literature

Max was one of the boys who went to the St. Kilda Police and Citizens Youth Club every week. He was often in minor scrapes, but nothing serious. When he was 20, he was conscripted into the Australian army and sent to fight in Vietnam, leaving behind his new wife and baby son. Like most of the nearly 50,000 primarily working class Australians in the war, Max knew little about the history or politics of Vietnam. His father, who had fought in World War II, thought it would "make a man of him." Max returned from his tour of duty physically unharmed, but in the words of his aunt "a bundle of nerves." When he discovered his wife was having an affair with his old friend, he took action that had serious consequences. He shot out the windows in his house; his pregnant wife took their son and left; and he was sent to prison for three years. After he was released, he spent years traveling and taking odd jobs. He settled on a job in a service station. Through his ex-wife's sister-in-law, Max was reunited with his son and the daughter he had never seen. Because of a back injury, he decided to take a course at the Technical and Further Education college where he developed a relationship with a fellow student. (This high interest, low vocabulary book's appendixes include a glossary, short history of the Vietnam War, and a timeline.) (YLB)

ED 442 940 CE 080 328

Gorard, Stephen; Rees, Gareth; Furlong, John; Fevre, Ralph
The Region of the Study and Outline Methodology of the Study. Patterns of Participation in Adult Education and Training. Working Paper 1 and Working Paper 2.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 97
NOTE- 99p.; A Cardiff and Bristol University ESRC-Funded Learning Society Project. Also funded by the Gwent, Mid Glamorgan and West Wales Training Enterprise Councils. For other Working Papers, see CE 080 330-341 and CE 080 402.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Attendance Patterns; Developed Nations; Educational Research; Foreign Countries; *Geographic Regions; *Job Training; Participant Characteristics; *Participation; Trend Analysis; *Vocational Education
IDENTIFIERS- Learning Patterns; Regional Surveys; *Wales (South)

These two working papers are products of a regional study in industrial South Wales of the determinants of participation and non-participation in post-compulsory education and training, with special reference to processes of change in the patterns of these determinants over time and to variations between geographical areas. The study combines contextual analysis of secondary data about education and training providers with a regional study of several generations of families in South Wales via survey, semi-structured interviews, and taped oral histories. Paper 1, The Region of Study, describes the region and provides secondary data used both in the creation of the sample and as a background for the analysis of research findings. It discusses how these three sites that typified the focus area were selected: Blaenau Gwent in the heart of the computer services (manufacturing and industrial computing). The service sector has adopted the procedures of industry in terms of organization, methods, and quality, whereas the manufacturing sector has had to assimilate the culture of services (including taking the totality of customers' needs into account and structuring a service supply). The industrial computing occupations have adopted standard technologies to their particular needs. These trends have affected France's vocational training policy and have necessitated choosing between technology- or occupation-based approaches to preparing learners for basic computer occupations. Currently, training for entry employment in computer occupations in France targets an occupation, an area of application, or a technology. Considering the changes that have occurred in the nature of basic computer occupations and the ways computers are being used, an occupation-based approach would offer the advantage of harmonizing employment qualifications, reducing their number, and avoiding the risk of several qualifications covering the same job targets. It would increase the complementarity of the French educational system's training streams and those of the National Association for Adult Vocational Training. (MN)

ED 442 957   CE 080 364

Walker, Mary Margaret
The NOICC/SOICC Network, 1976-2000. Administrative Report No. 22.
PUB DATE- 00
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *Agency Cooperation; *Career Education; Cooperative Planning; Coordination; Data Collection; Delivery Systems; Educational Legislation; Federal Legislation; Federal State Relationship; Financial Support; Grants; Guidelines; Information Dissemination; *Information Networks; Instructional Development; Internet; Leadership; Libraries; Material Development; *Occupational Information; Organizational Change; Organizational Development; *Partnerships in Education; Postsecondary Education; Program Costs; Program Development; Program Implementation; Secondary Education; Training; World Wide Web
IDENTIFIERS- *National Occupational Information Coordinating Com; *State Occupational Information Coordinating Comm

This document examines the operation of the National Occupational Information Coordinating Committee/State Occupational Information Coordinating Committee (NOICC/SOICC) network in 1976-2000. Presented first is an overview of the NOICC/SOICC network that begins by explaining the NOICC's relationship with the SOICCs in activities related to job training, vocational-technical education, employment security, vocational rehabilitation, economic development, and higher education. Also included in the overview are brief discussions of selected NOICC/SOICC activities in 1996-2000 in the following areas: development of career education instructional materials for career educators and students; formulation of national career development guidelines; design and improvement of career information delivery systems; establishment of one-stop career centers; development of Web-based information on training and careers; and dissemination of labor market information. Presented next is a look at past NOICC activities and NOICC/SOICC activities in 36 states and the District of Columbia. Concluding the document is a financial report that

DESCRIPTORS- *Academic Standards; Developed Nations; *Educational Needs; *Educational Practices; Educational Resources; Foreign Countries; Human Capital; Job Skills; *Labor Force Development; *On the Job Training; Postsecondary Education; Teaching Methods; *Vocational Education; Workshops
IDENTIFIERS- *Canada

In November, 1995, ABC CANADA and the National Literacy Secretariat hosted a national think tank on principles of good practice in workplace and workforce education. This report contains the results of the think tank sessions, including how the discussion was conducted, a list of good practice statements, and some ideas about how to conduct a similar process. The practice statements involve the following areas: (1) orientation or approach to workplace education and training; (2) partnership and participation; and (3) equity. A list of 34 resources was developed and is included in the report. (KC)

ED 442 975 CE 080 401

Gysbers, Norman C.; Jensen, Lynn
Strengthening Guidance Leadership for the 21st Century: A White Paper for Consideration.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Needs; Elementary Secondary Education; Futures (of Society); *Guidance Personnel; *Guidance Programs; *Professional Development; *Statewide Planning

Comprehensive guidance programs are effective in assisting children and young people, along with their parents, to respond to the challenges of life and school. When a strong, comprehensive guidance program is in place, good things happen, such as improvements in academic achievement, students taking more demanding courses, students developing and using career plans, and schools having more positive climates. A key to the successful development and implementation of effective guidance programs at the local level is strong state-level guidance leadership that provides regular ongoing training, resources, and technical support, as well as legislative and policy advocacy at the state level. Unfortunately, the number of experienced, professionally trained state level guidance supervisors across the country is very low, threatening the implementation of comprehensive guidance programs. A Guidance Leadership Academy should be established and funded to prepare state-level guidance leaders for the new millennium. (Contains 10 references.) (KC)

ED 442 976 CE 080 402

Fevre, Ralph
Some Sociological Alternatives to Human Capital Theory and Their Implications for Research on Post-Compulsory Education and Training. Patterns of Participation in Adult Education and Training. Working Paper 3.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 97

Middle School Career Education and Development. Practice Application Brief No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Development; *Career Education; *Career Exploration; Constructivism (Learning); *Education Work Relationship; Educational Resources; Educational Technology; Integrated Curriculum; Middle Schools; Program Implementation; Sex Stereotypes; *Teaching Methods

To dispel concerns that career education does not belong in middle school, it may help to reinterpret a career more broadly as life, not just work. Middle school students should view career paths as a broad range of options available to them. In addition, early career education may help to dispel sex-role stereotypes and self-limiting practices of minority group children, as well as increase their awareness of how schoolwork relates to work. Infusion of career education into the middle school curriculum is ideal. Infusion practices may include an introductory career orientation course, integration of career exploration topics in subject classes, a thematic interdisciplinary curriculum, and career portfolios. Other best practices include constructivism, in which learners undertake inquiry and actively construct knowledge by integrating new information into their existing cognitive structure; mentoring; service learning; contextualized learning; use of technology; and use of other resources, such as career-oriented interdisciplinary summer school, speakers bureau, field trips to high schools, colleges, and businesses, career days, and job shadowing. (Contains 17 references.) (KC)

ED 442 993 CE 080 433

Cofer, David A.
Informal Workplace Learning. Practice Application Brief No. 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Development; Career Planning; *Continuing Education; Education Work Relationship; Educational Planning; Employee Attitudes; *Employer Attitudes; *Employment Practices; *Informal Education; *On the Job Training; *Quality of Working Life; Work Environment

Research on informal learning in the workplace suggests several definitions, including that informal learning is a process of learning that takes place in everyday experience, often at subconscious levels, and that it is unique to, and rests in the hands of, the learner. Research supports introducing informal learning not as a replacement for formal activities but as a complement to them. A 2-year study of U.S. corporate cultures identified a "teaching firm" as one that "creates an environment in which teaching and learning are institutionally and culturally embedded in the organization." One of the most

SPONS. AGENCY- Scottish Executive Education Dept., Edinburgh.
PUB DATE- 00
NOTE- 14p.; For full report, see CE 080 465; for related documents on the Scottish School Leavers Survey, see CE 080 466-467.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Developed Nations; Dropout Research; *Dropouts; Education Work Relationship; Educational Status Comparison; Employment Opportunities; *Employment Patterns; Females; Foreign Countries; Individual Characteristics; Males; *Out of School Youth; *Outcomes of Education; Poverty Areas; Secondary Education; *Sex Differences; Social Background; *Unemployment; Youth Problems
IDENTIFIERS- *Scotland; *Scottish School Leavers Survey

Based on a secondary analysis of the Scottish School Leavers Surveys from 1978-96, a study focused on low attainment with particular reference to gender. Findings indicated the proportion of low-attainers at ordinary or standard grade had more than halved since the 1970s; it declined more among women than men. Low S4 attainment was associated with social background and neighborhood deprivation. The proportion of low-attaining S4 leavers who entered full-time employment had fallen sharply since the 1970s. By the mid-1990s, the early careers of those who entered employment were characterized by frequent switching between statuses. Only a minority of low-attaining S4 leavers were female, but when trying to find employment, the consequences of low attainment were more severe for young women. Among S4 leavers, low qualifications and unemployment after leaving school were important predictors of unemployment at age 18/19. Training reduced the risk of unemployment for young men; for young women, personal characteristics appeared to be more important. Just over half of young people with low S4 attainment gained further qualifications by age 18/19. Those who continued in full-time education were much more likely to gain further qualifications than those who entered training or employment. (YLB)

ED 443 011 CE 080 465

Biggart, Andy
Gender and Low Achievement. Scottish School Leavers Survey.
SPONS. AGENCY- Scottish Executive Education Dept., Edinburgh.
PUB DATE- 00
NOTE- 67p.; For a summary of this report, see CE 080 464; for related documents on the Scottish School Leavers Survey, see CE 080 466-467. The document title reads "Scottish School Leavers' Survey."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Developed Nations; Dropout Research; *Dropouts; Education Work Relationship; Educational Status Comparison; Employment Opportunities; *Employment Patterns; Females; Foreign Countries; Individual Characteristics; Males; *Out of School Youth; *Outcomes of Education; Poverty Areas; Secondary Education; *Sex Differences; Social Background; *Unemployment; Youth Problems
IDENTIFIERS- *Scotland; *Scottish School Leavers Survey

A study analyzed a range of factors associated with male and female low attainment and the subsequent routes of low attainers leaving S4 up to the age of 19, using the Scottish School Leavers Survey data from 1978-96. The most significant

Secondary Education; *State Standards; Statewide Planning; Student Certification; Student Evaluation; Trade and Industrial Education
IDENTIFIERS- *Illinois

This document of skill standards for the machining skills cluster serves as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These 67 occupational skill standards describe what people should know and be able to do in an occupational setting. Each skill standard contains at least these three areas: performance area (summary of work to be performed); skill standard with conditions of performance, work to be performed, and performance criteria; and performance elements and assessment criteria. These sections may also be included: performance area and assessment and credentialing approach. Introductory materials include the developmental process; assumptions underlying the standards; table of contents; and performance skill levels. Standards, divided into three skill levels, include: manual operations; milling; drill press and power saw operation; surface grinding; electric discharge machine; computer numerical control; turning operations; and inspection. Appendixes include a glossary; lists of committee and council members; and workplace skills. (YLB)

ED 443 028 CE 080 486

Illinois Occupational Skill Standards: Medical Office Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 98
NOTE- 266p.; For related documents, see CE 080 474-492.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Behavioral Objectives; Clerical Occupations; Competence; Competency Based Education; Educational Objectives; Employment Potential; *Evaluation Criteria; *Job Skills; Job Training; *Medical Assistants; Medical Record Technicians; Occupational Clusters; Office Occupations Education; *Performance Based Assessment; Postsecondary Education; Program Guides; Secondary Education; Secretaries; *State Standards; Statewide Planning; Student Certification; Student Evaluation; Vocational Education; Word Processing
IDENTIFIERS- *Illinois; Medical Transcribers

These skill standards, developed through a consortium of educational and industry partners in Illinois, serve as guides to workforce preparation program providers to define content for their programs and to employers to establish the skills and standards necessary for job acquisition and performance. The skill standards include the following components for each skill defined: performance area; performance skill; skill standard; and performance elements and assessment criteria. This publication contains skill standards for medical office personnel defined on three levels by increasing level of difficulty. The skill standards are grouped in the following areas: (1) organization and planning; (2) maintenance of equipment and supplies; (3) medical office activities; (4) medical dictation and transcription duties; (5) preparation of medical records and insurance forms; (6) financial functions; (7) management of records and files; (8) mail handling; (9)

of the behavior help to determine whether attributional errors will prevail. To the extent that responses to cognitive appraisals in general and attributions in particular regulate prosocial and antisocial behaviors that are mediated by emotions, interventions such as affective skills development and attribution retraining may be effective in reducing the onset of at-risk behaviors among adolescents. This occurs primarily because these interventions are addressing antecedents of at-risk behaviors at an earlier stage of the cue-attribution-emotion-behavior-attribution cycle, and therefore have the potential not only to reduce at-risk behaviors, but also to help adolescents develop more adaptive emotions. (Contains 22 references.) (MKA)

ED 443 046   CG 030 112

Lichtenberg, James W.; Hummel, Thomas J.
Predicting Improvement among University Counseling Center Clients.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Counseling Effectiveness; Counseling Services; Counselor Training; Higher Education; Meta Analysis; Outcomes of Treatment; *Predictor Variables

The fundamental question to which most clients want and deserve an answer is, "Am I going to get better (as a result of counseling)?" Although meta-analyses provide strong evidence supporting the efficacy of counseling in general, if one wants to make probabilistic statements about individual client outcomes--rather than about the more generalized outcome of counseling--a different approach is needed. Using clients' intake (pre-counseling) and post-counseling ratings of common problems derived from a multi-center database, a stepwise logistic regression analysis was used to predict client improvement (or lack thereof) using a variety of intake measures and demographic markers--information that a counselor meeting a client for the first time would have available for deriving an outcome prediction. Results suggest that the greater a client's presenting symptom and interpersonal distress, the more likely the client is contemplating and is ready for change. If the client had not previously been in counseling, there is a greater likelihood that the client would improve or benefit from counseling. (Contains 5 tables, 3 graphs, and 19 references.) (Author/MKA)

ED 443 047   CG 030 115

Vogel, Cheri A.
Improving the Odds for Children of Teen Mothers: What Matters Most?
PUB DATE- 99
NOTE- 177p.; Doctoral Dissertation, University of Pennsylvania.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Behavior Development; Child Development; *Children; Cognitive Development; Day Care; Depression (Psychology); Early Childhood Education; *Early

PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Cocaine; Drinking; *Drug Use; Heroin; Lysergic Acid Diethylamide; Marijuana; Secondary Education; Secondary School Students; Sedatives; Smoking; Trend Analysis
IDENTIFIERS- Amphetamines; Ecstasy (Drug); Flunitrazepam; Inhalants; Steroids

This booklet presents an overview of the findings pertaining to eighth, tenth, and twelfth grade students from the 1999 Monitoring the Future Study. This overview focuses on recent trends in the use of various licit and illicit drugs. It also examines trends in the levels of perceived risk and personal disapproval associated with each drug, which this study has shown to be important in explaining trends in use. The first section of findings presents trends in the overall proportions of students at each grade level reporting illicit drug use of any kind. A separate section is then presented for each class of drugs. These classes are: marijuana; inhalants; LSD; cocaine; crack cocaine; amphetamines; methamphetamine and ice; heroin, tranquilizers; barbiturates; club drugs--rohypnol and ecstasy; alcohol; cigarettes; and steroids. These sections contain graphs showing tends in past-year use and trends in perceived risk, disapproval, and perceived availability. The statistics underlying the trend lines contained in these graphs are given in the tables at the end of the report. These tables contain data on lifetime prevalence, thirty-day prevalence, and daily prevalence. They also indicate, for each prevalence period, which one-year changes are statistically significant. (MKA)

ED 443 067 CG 030 167

Maxwell, Jane Carlisle; Wallisch, Lynn S.
Texas School Survey of Substance Use among Students on the Border, 1998: Grades 4-12.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- 00
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; Comparative Analysis; Elementary School Students; Elementary Secondary Education; *High Risk Students; *Illegal Drug Use; Parent Attitudes; Parent Participation; Resilience (Personality); Secondary School Students; Social Influences; State Surveys; Youth Problems
IDENTIFIERS- Mexico; Texas

This report presents the results of a survey on drug and alcohol use among students in elementary and secondary schools. Schools in 15 counties along the Texas-Mexico border were oversampled so that substance use among students could be looked at in detail. A total of 63,292 students (grades 7-12) and 43,915 students (grades 4-6) were sampled. Chapter 1 provides a general introduction along with a list of terminology. Chapter 2 discusses findings of the secondary school survey on a drug-by-drug basis in order to provide information on patterns of substance use and characteristics of students who use them.

PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Context Clues; Higher Education; Prepositions; *Reading Comprehension; Reading Research; *Sentence Structure; Undergraduate Students

In English, the word 'to' functions as a preposition (e.g., 'to the store') and also as part of an infinitive (e.g., 'to go'). Two experiments investigated how the word 'to' is resolved by fluent undergraduate student readers. Readers comprehended sentences that contained the word 'to' preceded by sentence context that either did or did not disambiguate the role of the word 'to' in the sentence. The word 'to' was followed by sentence context that disambiguated the word 'to' as a preposition or as part of an infinitive. Processing load was assessed immediately after ambiguous word 'to' was read (Experiment 1) and immediately after the disambiguating word was read (Experiment 2) using a uni-modal, dual task reading technique used previously by Clifton, Frazier, and Connine (1985). The results indicated that the resolution of the word 'to' is influenced by following, but not prior, sentence context. (Contains 19 references and a table of data. An appendix lists sentences used in the study.) (Author/RS)

ED 443 088 CS 014 026

Alexander, J. Estill; Strode, Susan L.; Dugan, JoAnn R., Ed.; Linder, Patricia E., Ed.; Linek, Wayne M., Ed.; Sturtevant, Elizabeth G., Ed.
History of the College Reading Association, 1958-1998.
PUB DATE- 99
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Educational History; Higher Education; *Professional Associations; *Reading Processes; Reading Teachers; Scholarship
IDENTIFIERS- *College Reading Association; *Organizational History; Professional Meetings

The impetus for writing the history of the College Reading Association (CRA) came from charges given to the historians by President Judy Richardson on November 24, 1995. She took the charges from the "Procedural Practices Manual," which mandate the preparation of a series of 5-year highlights of the CRA. This history begins by stating that the CRA is a "professional, educational, not-for-profit organization devoted to the specific purposes of fostering and promoting directly or indirectly the growth and development of the teaching and learning processes related to reading at all levels." The history then cites its nine specific purposes for the organization. It is then divided into the following sections: The First Five Years--1958-1963; 1963-1968; 1968-1973; 1973-1978; 1978-1983; 1983-1988; 1988-1993; and 1993-1998. (NKA)

ED 443 089 CS 014 029

Roskos, Kathleen
Creating Connections, Building Constructions: Language, Literacy, and Play in Early Childhood.
PUB DATE- 00
NOTE- 19p.; With Oula Majzoub Hanbali.
LANGUAGE- English

Personal Understandings about Culture" (J.B. Mathis); "Traditional and Response-Based Writing Tasks in the Literature Classroom: A Comparison of Meaning-Making" (E. Newton); "Movement and Motif Writing: Relationships to Language Development" (H. Allen; T.G. Morrison; P. Debenham; P.S. Musil; M. Baudin); and "Improving Preservice Teachers' Attitudes toward Writing" (S.D. Lenski and S. Pardieck). Individual papers contain references. (NKA)

ED 443 109 CS 014 195

Tamoyose, Tremaine
Reading Aloud to Children. A Bilingual Audio Guide. English/Carolinian Audiotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 0p.; See CS 014 196-205 for other audio guides in the series.
LANGUAGE- English; Carolinian
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; Early Childhood Education; *Family Involvement; Models; *Parent Participation; Parent Student Relationship; *Reading Aloud to Others; Story Reading
IDENTIFIERS- Carolinian

One of a series of 10 English/Pacific language audiocassettes, this bilingual (English/Carolinian) audio guide explores the benefits of reading aloud to children. Family members will learn how they can positively impact their children's success in school by reading aloud to them at home. A model session using a local story demonstrates read-aloud suggestions and techniques. This guide provides enough information to begin the important, fun, and easy activity at home. Other audio guides in the series are available in the Pacific languages of Chamorro, Chuukese, Hawaiian, Ilocano, Kosraean, Marshallese, Palauan, Pohnpeian, Samoan, Woleaian, and Yapese. (RS)

ED 443 110 CS 014 196

Tamoyose, Tremaine
Reading Aloud to Children. A Bilingual Audio Guide. English/Chuukese Audiotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 0p.; See CS 014 195-205 for other audio guides in the series.
LANGUAGE- English; Chuukese
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; Early Childhood Education; *Family Involvement; Models; *Parent Participation; Parent Student Relationship; *Reading Aloud to Others; Story Reading
IDENTIFIERS- Chuukese

One of a series of 10 English/Pacific language audiocassettes, this bilingual (English/Chuukese) audio guide explores the benefits of reading aloud to children. Family members will

Improving the Social Skills of Elementary School Children.
PUB DATE- 00
NOTE- 79p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Cooperative Learning; Elementary Education; Elementary School Students; Grade 3; Grade 5; *Instructional Effectiveness; *Interpersonal Communication; *Interpersonal Competence; Role Playing

This report describes a program for improving social skills while incorporating cooperative learning in the curriculum. The targeted population consisted of third grade students in a regular classroom and fifth grade students in physical education classes at two different elementary schools in the same district. The schools were located in a predominately upper class Jewish and Roman Catholic community in the Midwest. The lack of social skills was documented with student and teacher surveys, behavior checklists, and anecdotal records. Analysis of probable cause indicated that there was a considerable lack of social skills among elementary students. This lack of social skills adversely affected student achievement and development of positive relationships among peers. Review of the research indicated that social skills were not part of the classroom curriculum. After analysis of the problem setting, the following solution strategies were implemented: teaching of social skills, creating a cooperative classroom through the use of cooperative learning activities, teaching of conflict resolution techniques, instituting open meetings, and implementing classroom expectations that foster a caring classroom. The program included community building activities, social skills T-charts, and role playing. Post intervention data indicated that the intervention had a positive impact on peer relationships and the students' ability to work cooperatively in groups. However, it is recommended that a social skills program be implemented school wide. (Contains 37 references and 10 tables of data. Appendixes contain staff and student surveys, a teacher checklist, student social skills goals, instructions for negotiating, and a worksheet for student social skill reflection.) (Author/RS)

ED 443 133 CS 510 368

Lahman, Mary P.
To What Extent Does a Peer Mentoring Program Aid in Student Retention?
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Communication Skills; Educational Research; Higher Education; *Mentors; *Peer Relationship; *School Holding Power; *Small Colleges; *Student Attrition; *Student Needs; Student Problems
IDENTIFIERS- Communicative Adaptability; *Faculty Service

A study explored the impact of participation in a peer mentoring program upon student retention at a small liberal arts college in the Midwest. Previous studies linked communication competence with participation in a mentoring relationship and

Clark, Gail
Comprehensive School Reform Demonstration Program: State Action Plans.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Action; *Demonstration Programs; Educational Change; Elementary Secondary Education; Models; Networks; *Professional Development; Program Evaluation; Program Implementation; Program Improvement; Public Schools; Research Design; School Community Programs; *State Action; *State Aid; Technical Assistance; *Theory Practice Relationship
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; Mid Continent Regional Educational Laboratory CO

These Comprehensive School Reform Demonstration (CSRD) state action plans were initially developed in 1998 for the central regional states, which include Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. They detail the states' specific technical assistance needs, as well as the services to be provided by Mid-Continent Research for Education and Learning (McREL) in collaboration with other service providers. The plans have been revisited to reflect each individual state's changing needs and McREL's assistance plans associated with the federally initiated Demonstration Programs. In tabular format, McREL action plans for each of the central regional states are listed. The plan consists of the following: the specific assistance needed, the strategy to be used, the assistance to be provided to which agency, and the date by which the intervention is to be completed. (DFR)

ED 443 154 EA 030 461

Mayeski, Fran; Gaddy, Barbara B.; Goodwin, Bryan
Leadership for School Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Strategies; Elementary Secondary Education; *Leadership; *Leadership Qualities; Performance Based Assessment; Public Schools; Research Utilization; Standards
IDENTIFIERS- *Mid Continent Research for Education and Learning

This monograph serves two purposes: (1) to stimulate further reflection and discussion among education leaders and policymakers to revitalize and strengthen the role that school leaders play in school reform; and (2) to assist researchers in identifying areas of future work. It synthesizes some of the most current literature pertinent to leadership and offers ideas and suggestions that may serve as the basis for further study about the leadership strategies that help bring about meaningful and long-lasting reform. The intent is to identify the major issues involved in developing leaders who sustain effective change. Leaders need to examine carefully whether the changes they are implementing are the best ones for their students in the long run. School leaders need also to balance systematic fashion a set of tested facilitation tools that will allow teams to work more efficiently and harmoniously, enabling them to achieve their goals, to deal directly with both personal and work-related issues that might otherwise disrupt or hamper the progress of the teams, and to make their work a more rewarding experience. The kit outlines 17 tools, grouped under 3 phases. Phase 1, "Laying the Groundwork," explains the decision-making process and demonstrates ways to state a purpose, set group agreements, develop a common knowledge base, and clarify consensus. In phase 2, "Working toward Consensus," teams learn how to focus on big ideas, make requests, and recognize profound thoughts. The last phase, "Moving into Action," centers on ideas and how to develop an action timeline. The text presents ways to prepare other team leaders and offers tips for making teamwork more pleasant and productive. The book also includes a set of tool-card masters that explain the conditions that require a specific tool and the process for using it. (RJM)

ED 443 174   EA 030 495

Office for Civil Rights. Annual Report to Congress, Fiscal Year 1999. Guaranteeing Equal Access to High-Standards Education.
PUB DATE- 99
NOTE- 31p.; For 1998 report, see ED 428 436.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Annual Reports; Civil Law; *Civil Rights; Elementary Secondary Education; *Equal Education; Law Enforcement; Student Rights
IDENTIFIERS- *Office for Civil Rights

This report summarizes the accomplishments of the Office for Civil Rights (OCR) during fiscal year 1999. It describes the strategies that were used to implement fair, efficient, and effective enforcement of the civil-rights laws, as well as reforms that ranged from a redesigned case process that focuses on resolution to attaining civil-rights compliance through greater reliance on collaboration with schools and partners. It describes the organizational structure of the OCR, how the department resolves complaints, how it conducts compliance reviews, and how it provides policy guidance and technical assistance. The evaluation also discusses some of the results achieved by empowering students and parents to solve their own problems in securing equal access to quality education. The document details how the OCR strives for equality in educational access and how the department ensures equity and excellence. The report outlines how the OCR does its work and the efforts that have been made to handle more cases more efficiently. It demonstrates how OCR measures its work and how OCR, by managing its resources for a positive impact, makes a difference in the lives of students by ensuring equal treatment. (RJM)

ED 443 175   EA 030 496

Benefits for Private School Students and Teachers from Federal Education Programs.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

quality of administrators. Superintendents reported a mean of 7.7 years employment as superintendents, and a mean of 7.3 years remaining before retirement. (DFR)

ED 443 196   EA 030 529

Fitzgerald, Joy
Colorado Charter Schools Evaluation Study, 1998-1999: The Characteristics, Status and Performance Record of Colorado Charter Schools.
PUB DATE- 00
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Charter Schools; *Educational Change; Elementary Secondary Education; Evaluation Criteria; Experimental Curriculum; Experimental Schools; Government Publications; Institutional Evaluation; *Nontraditional Education; Parent Participation; *Parent School Relationship; Performance Factors
IDENTIFIERS- *Colorado State Department of Education

This study identifies several trends related to the performance of Colorado charter schools. In the 1998-99 school year, their performance as a whole on the Colorado Student Assessment Program was stronger than state averages, stronger than sponsoring district averages, and stronger than the average performance of other public schools in the same socioeconomic classification level. The great majority of charter schools were meeting--or exceeding--the performance goals they identified in their individual charter applications and in subsequent school-improvement plans. The market indicators--waiting lists, retention rates, and parent satisfaction--were, as a whole, positive. These charter schools were diverse in size, educational programs, educational philosophies, approach to governance, and assessment strategies. Finally, as a group, the schools were demonstrating increased maturity to measure, track, and report student and school performance data. Appendices list the Colorado Charter Schools Act and supply questionnaire and school profile/data forms. (DFR)

ED 443 197   EA 030 530

Ballet, Katrijn; Vandenberghe, Roland; Kelchtermans, Geert; Verbiest, Eric
Evaluation of a Training Program for Primary School Principals.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Evaluation Criteria; Foreign Countries; *Principals; *Professional Development; *Professional Training; Public Schools; *Training Methods; *Training Objectives
IDENTIFIERS- *Netherlands

This paper evaluates an intensive 2-year Dutch training course, "Magistrum," as one possible answer to the training needs of principals. The paper posits the following question: "Is the research project that investigated the learning support needs of students with psychiatric disabilities. The kit is divided into the following sections: (1) mental health issues and study success (the impact of mental health impairment on study, disclosure, assessment and documentation, and student rights); (2) student self-management (establishing clear goals, treatment on and off campus, medication and side effects, relating to people on campus, self-advocacy, and home environment and basic study needs); and (3) the educational journey (readiness to study, finding and applying for the right campus, using student services on campus, enrollment, learning skills and study strategies, managing gaps in attendance, going on fieldwork placements, and job searches). (CR)

ED 443 218   EC 307 911

Transition Checklist.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Developmental Stages; *Disabilities; Education Work Relationship; *Educational Planning; *Individualized Education Programs; *Learning Activities; Recordkeeping; Records (Forms); Secondary Education; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans; *North Dakota

This transition checklist is intended to be a guide for North Dakota students with disabilities, teachers, parents, and agency personnel to help drive the transition process in an orderly and organized manner. The checklist provides suggestions and activities for grades 8-12 and students ages 14-21. The information is organized in sequence to establish a student's foundation for planning and to build on each previous year's accomplishments. Recommendations and suggestions can be individualized according to need and anticipated outcomes. Some are directed to teacher initiation, others for students and parents as well as agency personnel. The checklist also serves as a guide for identification of Individualized Education Program goals and objectives, and when used collaboratively with a student portfolio, it is intended to ensure successful preparation and planning for life after high school. Space is provided for notes, questions, and comments for the student's team to address, as well as to check off completed activities. (CR)

ED 443 219   EC 307 912

A Parent Guide to Section 504 of the Rehabilitation Act of 1973.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights; *Disabilities; Disability Identification; *Educational Legislation; Elementary Secondary Education; *Eligibility; *Federal Legislation; Parent

conduct/oppositional defiant disorder and achievement. Western meditation approaches are explored, along with cognitive theories, rational/emotive therapy, cognitive restructuring, and cognitive behavioral therapy and cognitive strategies training. Findings from the literature review question the effectiveness of cognitive therapies. Relaxation training is proposed as an alternative and beneficial strategy for students with attention deficit disorders, aggressive behaviors, and stress. The positive effects of relaxation training on reading comprehension and academic performance are also noted. Relaxation training program implementation is discussed, and the importance of teachers teaching students the legitimacy and importance of relaxation is emphasized. (Contains 38 references.) (CR)

ED 443 240 EC 307 934

Boose, Martha A.; Stinnett, Tessa
Indirect Language Stimulation (ILS): AAC Techniques To Promote Communication Competence.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Southeast Augmentative Communication Conference (20th, Birmingham, AL Oct. 1-2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (for Disabled); *Augmentative and Alternative Communication; *Cerebral Palsy; *Communication Disorders; Communication Skills; Computer Software; Computers; *Interpersonal Communication; *Interpersonal Competence; Language Acquisition; Primary Education; Young Children
IDENTIFIERS- *Communication Boards

This report discusses the outcomes of a study that used indirect language stimulation techniques and modeling to encourage language development in a 5-year-old child with cerebral palsy. Initially, the student's communication system had very severe limitations. He used fewer than 10 spoken words which were unintelligible to most listeners. Both low-tech and high-tech devices were employed during a 12-week period. Materials included communication boards printed in black and white with BoardMaker software. The symbols were grouped according to parts of speech and the backgrounds were color-coded to assist visual identification. The boards were clipped to Plexiglas clamped at a 90-degree orientation to his laptray and were accessed with a LiteMaker pointer fastened to a headband. A Macintosh computer with Speaking Dynamically Pro software was also used, with a switch interface. The clinician developed intervention activities, scripts, and graphically labeled communication boards and computer pages, which facilitated the indirect language stimulation techniques. Results from the intervention indicate communication competence improvement in the areas of syntax, semantic relations, length of conversational exchange, and AAC system use to support opinions and options, thereby decreasing distracting and unpleasant behaviors. (Contains 37 references.) (CR)

ED 443 241 EC 307 935

Questions & Answers about...Marfan Syndrome.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, MD.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English

(CR)

ED 443 260 EC 307 956

Nevin, Ann, Ed.
Lesson Plans To Teach Self-Determination across the Curriculum Developed by Spring 2000 Special Education Teacher Education Interns.
PUB DATE- 00
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Academic Standards; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Internet; Interpersonal Competence; Learning Disabilities; *Lesson Plans; Mathematics Instruction; Mental Retardation; Reading Instruction; *Self Determination; *State Standards; Study Skills; Teaching Methods; Writing Instruction
IDENTIFIERS- Arizona; *Social Skills Training

This collection of lesson plans is designed to help students with disabilities meet Arizona academic standards and learn different types of self-determination skills. Lesson plans are provided for students in grades K-12 with different disabilities and address: (1) oral language, including identifying homonyms; (2) reading acquisition, including teaching reading using the Fernald (VAKT) Method, making words, and fluency; (3) reading comprehension; (4) study skills, including improving test taking skills, managing daily activities, and organizing notebooks; (5) social skills, including social behavior skill development, peer relationships, and giving and receiving compliments; (6) math computation; (7) math problem solving, including balancing checkbooks; (8) written expression, including self-expression, proofreading, and writing conventions; and (9) technology, including using the Internet and team teaching with computers. For each lesson, a targeted academic standard is provided, along with performance objectives, targeted grade level, targeted student population, list of materials, and teaching procedures. (CR)

ED 443 261 EC 307 957

Transition Planning & Anticipated Services in the Individualized Education Program (IEP) Process: An Informational Guide for Students, Families, Professionals. Revised .
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 21p.; Produced in collaboration with the State Interagency Plan for Transitioning Youth Taskforce.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Disabilities; Education Work Relationship; Eligibility; *Family Involvement; Family School Relationship; Federal Legislation; *Graduation Requirements; *Individualized Education Programs; Postsecondary Education;

ED 443 282 FL 026 320

Clankie, Shawn M.
Approaching Multilingualism in Japan and the United States.
PUB DATE- 00
NOTE- 21p.; In the theme issue "Five Societies: Similarities and Differences with Japan."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Chinese; English (Second Language); Foreign Countries; Japanese; Korean; Language Maintenance; Language Minorities; *Language Patterns; *Language Planning; Language Role; *Multilingualism; Okinawan; Persian; Polish; Portuguese; Public Policy; Regional Dialects; Second Language Instruction; Second Language Learning; Sociocultural Patterns; Spanish; Tagalog; Uncommonly Taught Languages
IDENTIFIERS- Ainu; *Japan; United States

This paper considers how multilingualism is approached in both Japan and the United States by considering the position and roles of the government, schools, and public. There exists the perception in countries where monolingualism is considered the norm that bilingualism, and certainly multilingualism, are problematic. Multilingualism in a monolingual country is frequently seen as a threat to the established monolingual and monocultural way of life. While Japan and the United States are typical of monolinguistically-dominated societies, and some similar attitudes prevail in both countries, their approaches to dealing with multilingualism are vastly different. In Japan and the United States, there are prevailing attitudes that for speakers of the dominant languages--Japanese and English respectively--there is no need to learn another language, and that all others living in the countries should learn to speak the primary language. Yet both countries are far more linguistically diverse than the typical lay person or government official in either country realizes. This is a more recent phenomenon in Japan, but in America, significant multilingualism goes back to the founding of the first colonies. Multilingualism has been unavoidable in a country comprised of immigrants from across the world. It is concluded that in both countries multilingualism is not a threat, but that narrow-mindedness and the failure to look beyond ones own borders are far greater problems. (Contains 17 references.) (KFT)

ED 443 283 FL 026 321

Mirel, Jeffrey E.; Hughes, Michael A.; Strickland, W. Jay
Evaluation Report: SALSA Educational Programming.
SPONS. AGENCY- Georgia Public Broadcasting, Atlanta. PeachStar Education Services.
PUB DATE- 98
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audiovisual Instruction; Bilingual Education Programs; Elementary Education; Elementary School Students; English (Second Language); Language Minorities; Multicultural Education; Questionnaires; Second Language Instruction; Second Language Learning; *Self Esteem; *Spanish Speaking; *Videotape

(Student); *Educational Quality; Elementary Secondary Education; Higher Education; *Institutional Evaluation; Investment; *Quality Control; Total Quality Management
IDENTIFIERS- Barriers to Change; Global Economy

The seven papers in this monograph focus on defining and assessing quality. The paper are: (1) "Reflections on Design Ideals" (E. Grady Bogue), which addresses some "governing ideals" of collegiate quality; (2) "Between a Rock and a Hard Place: Investment and Quality in Higher Education" (Sven Groennings), which sees the competitive quality of educational performance as the "rock," and the deteriorating financial situation as the "hard place"; (3) "Barriers to Quality" (Manning M. Pattillo, Jr.), which charges that admission standards of many institutions are not conducive to raising educational standards in a competitive environment; (4) "Assessing Quality in Academic Programs" (Libby V. Morris), which argues that improving the quality of academic programs requires reinstatement of the importance of general education, reexamining the relationship of professional competence and societal expectations, and distinguishing between program quality and faculty quality; (5) "Quality on Two Fronts: Undergraduate Education for the Future" (Susan H. Frost and Ronald D. Simpson), which finds many positive changes taking place in American colleges and universities; (6) "After Quality, What Else?" (Alton Taylor), which raises the question of what else is needed after we have defined, assessed and obtained quality; and (7) "Quality and Diversity: The Mystique of Process" (Cameron Fincher), which raises questions about the conflicting purposes of quality and diversity. (Most papers contain references.) (SM)

ED 443 303   HE 033 087

Fincher, Cameron
Admission Policies and Practices in U.S. Colleges and Universities.
PUB DATE- 92
NOTE- 20p.; Paper presented at the Annual Conference of the International Association for Educational Assessment (18th, Dublin, Ireland, September 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Admission Criteria; *College Admission; College Bound Students; College School Cooperation; Educational Change; Educational History; Educational Trends; Higher Education; School Policy; Standardized Tests
IDENTIFIERS- Reform Efforts

This paper examines admission policies and practices in U.S. colleges and universities, examining practices from colonial and ante-bellum colleges to advances made beginning in 1870, when entrance requirements were influenced by the transformation of colleges into universities. These 19th century changes were the forerunner of waves of reform in the 20th century, during which school/college relations, the use of standardized tests, uniform curricula, flexibility in dealing with pluralistic groups of students, and diversity of academic programs and courses were the focus of debate. Embedded in admission policies and practices in the 1990s are many of the social, economic, political, and cultural consequences of three decades of rapid change; recruitment, selection, and admission to U.S. institutions is energetic and aggressive; and viewed from an international perspective, there is the increasing cultural knowledge and understanding. Independent variables were interracial interaction, racial exclusion (not socializing with others of a different race, feeling excluded because of race), and racial make-up of students' close friends. The paper finds that student interracial interactions contributed significantly to development of cultural awareness and also to leadership, with leadership ability apparently enhanced by socializing and studying with students of a different race or ethnicity. This is especially so for students who are least likely to have close interracial friendships. Feeling excluded due to race/ethnicity was more prevalent among students with fewer same-race friends and negatively affected students' growth in cultural knowledge and understanding. Eight data tables are included. Appended are tables listing the variables used in the regression models. (Contains 37 references.) (SM)

ED 443 322   HE 033 077

Rusic, Roxanne
New Solutions, New Barriers: Current Uses of the Web in Higher Education.
PUB DATE- 00
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; Computer Networks; *Computer Uses in Education; Disabilities; *Diversity (Student); *Educational Technology; Foreign Countries; Higher Education; Interviews; *Literature Reviews; Special Needs Students; Student Attitudes; Teacher Attitudes; Teaching Methods; *World Wide Web
IDENTIFIERS- Canada

This paper examines the use of network technologies in higher education and explores how adaptable network tools are for particular learning and teaching environments. The study included a review of the literature describing World Wide Web use to support learning in postsecondary courses in the United States and Canada. Additionally, interviews were conducted with 18 students in three classes at two institutions in which Web technology was used, as well as with four instructors. Data examined included student profiles, class topic, network tool, pedagogical tool, context, adaptable system components, educational purpose, and evaluation. The study found Web-based learning at all levels (undergraduate, graduate, professional) and in many different kinds of institutions, with the majority of courses concentrated in scientific and technical subject areas, which do not include many students with identified special needs. Instructors most often use the Web to enhance communication with students; to provide links to outside resources; and to post course information. Teachers struggle to meet students' differing needs because development of Web-based material is so time-consuming. Appended are a list of the literature reviewed, questions applied to the literature review, and interview protocols. (Contains 35 references.) (SM)

ED 443 323   HE 033 078

Osguthorpe, Russell T.
The Role of Collaborative Reflection in Developing a Culture of

ED 443 341 HE 033 098

Belcheir, Marcia J.
Satisfaction with College as Viewed by BSU and Other Four Year College Students. Research Report.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; Career Counseling; Classroom Environment; College Credits; *College Environment; *College Students; Degree Requirements; Educational Quality; Higher Education; Institutional Characteristics; *Instructional Effectiveness; Outcomes of Education; Questionnaires; Satisfaction; Social Environment; *Student Attitudes; Student School Relationship; Student Surveys; Tables (Data); Transfer Policy
IDENTIFIERS- Academic Support Services; *Boise State University ID; *College Outcomes Survey

This study assessed student satisfaction with college in seven areas: academic programs; student services; campus atmosphere; social activities; career services; academic support; and general satisfaction. A total of 720 randomly selected students at Boise State University (BSU) (Idaho) were surveyed in fall 1996; data from the American College Testing College Outcomes Survey were used to compare BSU students with students at public four-year colleges nationwide. The study found that areas where BSU students were most satisfied related to the academic program, with the highest ratings being given to quality of instruction. The four areas where at least 25 percent of students were dissatisfied included: transfer of course credits from other colleges; flexible degree requirements; financial aid services; and concern for students as individuals. BSU student satisfaction ratings generally differed only slightly from those of other public four-year colleges. Few differences were found between students who were enrolled full-time or part-time. Students who indicated that they intended to stop out or transfer to another college next year were similar in their lack of satisfaction with some aspects of the college centered on feelings of isolation or frustration with degree requirements. Appended are tables of survey data and the survey. (SM)

ED 443 342 HE 033 099

O'Meara, KerryAnn
Rewarding Faculty Professional Service. Working Paper.
PUB DATE- 97
NOTE- 37p.; For other Working Papers, see HE 033 100-101.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Awards; *College Faculty; Evaluation Methods; *Faculty Handbooks; Faculty Promotion; Higher Education; Merit Pay; Professional Recognition; Recognition (Achievement); *Rewards; Teacher Characteristics; *Teacher Evaluation; Tenure
IDENTIFIERS- American Association for Higher Education; *Faculty Service

This paper examines the process of rewarding college faculty for professional service, and is based on data from an American Association for Higher Education forum on faculty roles and

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Educational Finance; *Federal Aid; Federal Programs; Higher Education; *Loan Default; *Loan Repayment; Need Analysis (Student Financial Aid); *Student Loan Programs

IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program; Loan Forbearance; Loan Forgiveness; Student Loan Consolidation Program

This guide is intended to help educational institutions counsel students and parents about consolidation of federal education loans for borrowers in repayment, borrowers in default, and borrowers who are still in school. Through consolidation, borrowers may combine various types of federal education loans, including direct loans and loans made through the Federal Family Education Loan program. Consolidation may also extend repayment periods, lower interest rates, and eliminate the need to deal with multiple lenders. Following the introduction which covers the basics of loan consolidation, advantages of loan consolidation, eligible and ineligible loans, loan categories, and interest rates, other sections of the document cover the following topics: (1) borrower eligibility; (2) rehabilitation vs. consolidation; (3) how consolidation works; (4) repayment; (5) postponing repayment; (6) default on a direct consolidation loan; (7) discharge of a direct consolidation loan; (8) consolidation of health professions loans; (9) how to reach the direct loan program; (10) consolidation materials and publications; and (11) a request for comments about the guide. (RH)

ED 443 361 HE 033 119

A Compilation of Federal Education Laws: Volume III--Higher Education, as Amended through December 1999. Prepared for the Use of the Committee on Education and the Workforce of the U.S. House of Representatives, Serial No. 106-B, and for the Use of the Committee on Health, Education, Labor, and Pensions of the United States Senate, S. Prt. 106-30. One Hundred Sixth Congress, First Session. Committee Print .

PUB DATE- 99

NOTE- 646p.

LANGUAGE- English

EDRS Price- MF03/PC26 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Civil Liberties; Community Colleges; *Federal Indian Relationship; *Federal Programs; Grants; Higher Education; Human Services; *Land Grant Universities; Scholarships; Student Financial Aid; Tribally Controlled Education

IDENTIFIERS- Higher Education Act Amendments 1986; Higher Education Act Amendments 1992; Higher Education Act Amendments 1998; Higher Education Act 1965; Higher Education Amendments 1968; Howard University DC; National Science Foundation Act 1950; Pell Grant Program

This compilation of Federal Education Laws pertaining to higher education presents the full text of each statute. Statutes are organized in four sections: (1) general higher education programs; (2) Native American higher education; (3) National Science Foundation; and (4) assistance to specified institutions. The following is a unified listing of the statutes included: Act of March 2, 1867 (Howard University); Bankhead-Jones Act; Calvin Coolidge Memorial Foundation; Claiborne Pell Institute for International Relations and Public Policy Act; Edmund S. Muskie Foundation; Education Amendments of 1972, Land-Grant Status for the College of the Virgin

Safarik, Lynn
The Transformative Role of Difference in the Development of Feminist Scholars at UCLA.
PUB DATE- 00
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Part of a doctoral dissertation, University of California, Los Angeles, June 2000.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; *Discourse Analysis; Females; Feminism; *Feminist Criticism; Higher Education; Intellectual Disciplines; Interviews; *Oral History; Personal Narratives; Primary Sources; Recognition (Achievement); *Scholarship; Social History; Social Science Research; Statistical Analysis; *Womens Education
IDENTIFIERS- *Poststructuralism; Transformative Research; *University of California Los Angeles

This study of academic feminism uses cultural and critical theory, feminist poststructuralism, and oral history to examine the transformative role of feminist scholarship in higher education. Nine feminist scholars were selected as participants using four sampling criteria: primary discipline (predominatly from the humanities and social sciences); generational cohort; professional age; and personal characteristics (race, ethnicity, sexual orientation, gender). All interviewees provided curriculum vitae and were interviewed by the researcher. Generational analysis of the development of these feminist scholars reveals how discursive resources available at different moments within the evolution of feminism shaped their identities as scholars and feminists. Those who were adults in the early 1970s used their experience to institutionalize feminism in the academy; those who were in graduate school during this period assimilated the newly emerging feminist values into the academic culture in which they were immersed; adolescents experienced the women's movement as a challenge to their forming sense of identity; and children of second-wave feminists, who are now young professors, take feminism for granted as an institutional norm. Running through their career/life stories is a common thread that forms a feminist cultural core: individuals' intellectual pursuits derived from a deeply felt personal desire for social justice. (Contains 27 references.) (CH)

ED 443 380 HE 033 145

Gray, Maryann J.; Ondaatje, Elizabeth H.; Zakaras, Laura
Combining Service and Learning in Higher Education: Learn and Serve America, Higher Education. Summary Report.
SPONS. AGENCY- Corporation for National and Community Service, Washington, DC.
PUB DATE- 99
NOTE- 32p.; This summary is based on a research report, "Combining Service and Learning in Higher Education: Evaluation of the Learn and Serve America, Higher Education Program," by Maryann J. Gray, Elizabeth H. Ondaatje, Ronald Fricker, Sandra Geschwind, Charles A. Goldman, Tessa Kaganoff, Abby Robyn, Melora Sundt, Lori Vogelgesang, and Stephen P. Klein.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Role; Community Involvement; *Community

be changing as a result of influences of socio-cultural theories of learning and instruction. These theories are used to develop a framework for analyzing thinking practices within the different communities of practice that are connected with the field of instructional technology. This "Thinking Practices" framework combines (1) Lave and Wenger's concepts of activities, identities, trajectories, and artifacts/tools within communities of practice, (2) Collin's distinction between "conserving" and "learning" communities of practice, and (3) Perkins's "five facets of learning environments." The application of this framework is illustrated with a small, exploratory case study involving students in a graduate-level instructional technology program. Implications of this framework for practices and methodologies in the field are discussed. (Contains 26 references.) (AEF)

ED 443 399 IR 020 277

Signer, Barbara; Hall, Clover; Upton, Julie
A Study of Faculty Concerns and Developmental Use of Web Based Course Tools.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; *Faculty Development; Higher Education; *Instructional Innovation; *Staff Development; *Teacher Attitudes; Teaching Methods; *World Wide Web

The purpose of this study is to identify university faculty concerns along with the degree of use of Web-based course tools to develop faculty support programs. The study borrows from both the Diffusion of Innovations Model (Rogers, 1983) and the Concerns Based Adoption Model (Hall & Hord, 1987) to develop faculty support programs that will help early adopters implement Web-based courses and nurture later adopters as they consider the use of these tools in their teaching. A Stages of Concern questionnaire was distributed to 928 faculty members in December 1998, with a 16% response rate. A second questionnaire was administered in December 1999, yielding a response rate of 37%. Between the first and second administrations of the questionnaire, some faculty members attended workshops on how to use Web-based course tools. Faculty who taught with a Web-based course also completed a survey to identify which Web-based tools they used and the degree of use. Results indicate a need for staff development not only in the technical areas of the Web-based tools, but also in other relevant areas. There is a need to provide faculty with organizational incentives and other support, and to acknowledge cultural traditions of education, to help them overcome conflicting feelings about technology. Support for early adopters is crucial to the success of online course development. (Contains 12 references.) (AEF)

ED 443 400 IR 020 278

Flannelly, Susanne
Improving Middle School Educators' Computer Application Skills through a Staff Training Program.
PUB DATE- 98

Canadian Society for the Study of Education (CSSE) Congress of the Social Sciences and Humanities (28th, Edmonton, Alberta, Canada, May 24-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Computer Mediated Communication; Critical Thinking; *Discussion (Teaching Technique); Distance Education; *Graduate Study; Group Discussion; Higher Education; Nontraditional Education; Online Systems

The purpose of this paper is to examine some of the ways in which graduate students engage in interactive online university courses and use discussion as a tool for thinking and for socially negotiating meaning. In particular, it investigates the idea that discursive interaction in asynchronous, text-based, online courses may be uniquely suited to fostering higher order thinking, social construction of meaning, and shifts in perspective. This line of thinking is supported through consideration of meaning in technologically mediated learning environments. The theoretical argument utilizes two data sources. First, observations are drawn from developing and teaching four online courses in three different versions and topic areas over the past few years. Second, results of a discourse analysis of contributions to an online interactive conference of a graduate-level education course are described. Findings lend support to claims in the research about the unique potential of online discussion-based courses as learning environments. Materials from the online course, "Discourse in Classrooms," are appended. (Contains 25 references.) (AEF)

ED 443 421 IR 020 344

Keeping Your Child Safe on the Information SuperHighway: A Parent's Guide.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; *Child Behavior; Children; Computer Software; Electronic Mail; *Internet; *Safety
IDENTIFIERS- Filters; Internet Relay Chat; USENET

This booklet is intended to provide parents with some critical information to help monitor and control their child's behavior on the Internet. Highlights include: the need for ground rules; how to gain knowledge about the Internet; what the Internet is; the World Wide Web; Internet Relay Chat (IRC); Usenet groups and e-mail; some red flags; monitoring your child's usage; and software products that can help to monitor and control children's access to the Internet. (MES)

ED 443 422 IR 020 345

Wallace, Andrew R.; Boylan, Colin R.
Interaction Patterns in the Extended Classroom via Satellite Technology in the Australian Outback.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English

depressed coalfield; Neath Port Talbot, a large urban center historically linked with heavy industry; and Brigend, a rapidly expanding town south of the coalfield which also shows recent impact of Japanese investment in the area. Paper 1 contains 48 references; background data of the sites; and maps. Paper 2, Outline Methodology of the Study, describes the survey, data collection, pilot study, coding, and these forms of analysis that were carried out: factor analysis, causation, temporal sequences, standard regression, logistic regression, and loglinear models. Paper 2 contains include 63 references. (YLB)

ED 442 941 CE 080 330

Gorard, Stephen
A Brief History of Education and Training in Wales, 1900-1996. Patterns of Participation in Adult Education and Training. Working Paper 4.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 97
NOTE- 35p.; With Gareth Rees Ralph Fevre and John Furlong. A Cardoff and Bristol University ESRC-Funded Learning Society Project. Also funded by the Gwent, Mid Glamorgan, and West Wales Training Enterprise Councils. For other working paper see CE 080 328-341 and CE 080 402.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Attendance Patterns; Developed Nations; *Educational History; Educational Research; Elementary Secondary Education; Foreign Countries; Job Training; Lifelong Learning; Performance Based Assessment; Postsecondary Education; Vocational Education
IDENTIFIERS- Learning Patterns; *Wales (South)

This working paper is a product of a regional study in industrial South Wales of the determinants of participation and non-participation in post-compulsory education and training, with special reference to processes of change in the patterns of these determinants over time and to variations between geographical areas. The study combines contextual analysis of secondary data about education and training providers with a regional study of several generations of families in South Wales via survey, semi-structured interviews, and taped oral histories. This paper describes the provision of formal education and training in Wales during the period covered by the study, 1996-97, focusing where possible on these three research sites--Blaenau Gwent, Bridgend, and Neath Port Talbot. Specific topics are schools in Wales; the growth of initial education; bilingualism and territoriality; performance measures for initial education; pre-war adult education and training; whether a post-war learning society has existed; and performance measures for adult education. Appendixes include figures that detail educational participation and outcomes, further and higher education students in Wales, and destination of school leavers. Contains 73 references. (YLB)

ED 442 942 CE 080 331

Gorard, Stephen; Furlong, John; Rees, Gareth; Fevre, Ralph
The Learning Society. Patterns of Participation in Adult Education and Training. Working Paper 5.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).

details the NOICC's sources of funding and expenditures and lists NOICC grants for state activities. Appended are the following: lists of NOICC staff and technical steering group members in 1976-2000; NOICC recognition awards and recipients; NOICC resources and publications; NOICC training programs and conferences; SOICC directory; and excerpts from NOICC/SOICC-related legislation. (MN)

ED 442 958 CE 080 366

Stenstrom, Marja-Leena, Ed.; Lasonen, Johanna, Ed.
Strategies for Reforming Initial Vocational Education and Training in Europe. Final Report of the Project. Leonardo da Vinci/Transnational Pilot Projects: Multiplier Effect, Strand III.3.a. Sharpening Post-16 Education Strategies by Horizontal and Vertical Networking (1997-2000).
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 00
NOTE- 333p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Agency Cooperation; Apprenticeships; Articulation (Education); Case Studies; *Change Strategies; Comparative Analysis; Cooperative Planning; Curriculum Development; *Education Work Relationship; *Educational Change; Educational Cooperation; Educational Environment; Educational Needs; Educational Planning; *Educational Policy; Educational Quality; Educational Research; Employment Qualifications; Equal Education; Foreign Countries; Futures (of Society); General Education; Information Dissemination; Information Networks; International Cooperation; *Job Training; Models; National Programs; Needs Assessment; Partnerships in Education; Policy Formation; Postsecondary Education; *Europe
IDENTIFIERS- *Europe

This document contains 24 papers examining strategies for reforming initial vocational education and training (VET) in Europe. The following papers are included: "Reassessing VET Reform Strategies in a New Context: Implementation of the SPES-NET (Sharpening Post-16 Education Strategies by Horizontal and Vertical Networking) Project" (Marja-Leena Stenstrom); "Recent Austrian Developments in the VET System from the Perspective of the Four VET Reform Substrategies for Achieving Parity of Esteem" (Stefan Humpl, Jorg Markowitsch); "Reforming Technical and Vocational Education in Belgium" (Christophe Lejeune); "Analysing Strategies for Improving Vocational Education: Towards a Framework for European Comparisons in Denmark: VET Reform 2000" (Soren Nielsen); "Developing Post-16 Education Strategies in Estonia" (Hanno Isok); "Strategies for Improving Vocational Education: The Finnish Case" (Ulla Numminen); "Evolution of Vocational Training Policies in France" (Anne Lazar); "SPES-NET Problems and Solutions in Hungary" (Csaba Fejos); "Evaluation of the Norwegian Reform '94" (Kjell Andersen); "Improving Vocational Education and Training in Scotland" (Stuart Niven); "Improving Vocational Education: Trans-European Comparisons of Developments in the Late 1990s" (Michael Young); "The Labour Market at the Crossroads between General/Vocational and Theoretically/Practically Orientated Educational Tasks" (Stefan Humpl, Jorg Markowitsch); "Enterprises and Schools as Work-Based Learning Environments in

NOTE- 34p.; With Gareth Rees, John Furlong and Stephen Gorard. A Cardoff and Bristol University ESRC-Funded Learning Society Project. Also funded by the Gwent, Mid Glamorgan, and West Wales Training Enterprise Councils. For other working papers, see CE 080 328-341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Aspiration; Attendance Patterns; *Credentials; Economic Development; *Education Work Relationship; *Educational Attitudes; *Employment Qualifications; Family Influence; Foreign Countries; *Human Capital; On the Job Training; Outcomes of Education; Postsecondary Education; Secondary Education; Sociocultural Patterns; Socioeconomic Influences; *Student Motivation; Vocational Education; Work Attitudes
IDENTIFIERS- Learning Patterns; *Wales (South)

This working paper is a product of a regional study in industrial South Wales of the determinants of participation and non-participation in post-compulsory education and training, with special reference to processes of change in the patterns of these determinants over time and to variations between geographical areas. Based on this data, three alternative ideal-typical orientations to education and training are proposed to supplant the current utilitarian human capital model. Type A orientation holds that if there is some knowledge or skill that is required on the job, then either it will be picked up as the employee or potential employee goes along, or the employer should arrange for the employee to acquire it. Type B orientation, credentialism, holds that education and training credentials give one a better chance of the job one wants, but considers the actual content of the education and training to be unimportant. Type C orientation holds that one should educate oneself before one gets the job so that one will be able to do the job better. Employers usually hold to Types A and B orientations. Type B, which is closest to the human capital theory, has been the determinant of educational and economic policy in the United Kingdom (UK), but this orientation may not be helpful to economic success in the country. Those countries, such as Germany, which have been more successful, have more Type C oriented-workers who prize education for its own sake and for making them better workers. Thus, the UK's policy of producing more Type B-oriented workers may not improve the country's economic position, despite enormous amounts of money spent on training. (Contains 72 references.) (KC)

ED 442 977 CE 080 403

Iannuzzelli, Jena; England, Eileen M.
The Relationship between Activities of Daily Living and Life Satisfaction in the Elderly: Active Engagement as Compared to Passive Participation.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Development; Aging (Individuals); Integrated Activities; Interests; Learning Activities; *Life Satisfaction; Life Style; Older Adults; Participation; Physical Activities; *Physical Activity Level; Quality of Life; *Recreational Activities; Television Viewing; Well Being

noteworthy findings of the study is support for estimates from previous studies that 70 percent of what people know about their jobs, they learn informally from the people with whom they work. Strategies for facilitating informal learning in the workplace include career development and planning and information exchanges such as meetings and study groups, as well as the use of workplace technology. (KC)

ED 442 994 CE 080 434

Brown, Bettina Lankard
Vocational Teacher Professional Development. Practice Application Brief No. 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Conferences; Coordination; Education Work Relationship; *Educational Needs; *Faculty Development; Inservice Teacher Education; Linking Agents; Postsecondary Education; Secondary Education; Skill Development; *Teacher Improvement; Teacher Workshops; Technological Literacy; *Vocational Education; *Vocational Education Teachers; Work Experience

Teacher shortages, new technologies, and vocational certification demands are directing attention to the need for professional development of vocational education (VE) teachers. VE teachers can use various strategies to enhance their performance and effectiveness through professional development. Worksite experiences give VE teachers opportunities to gain firsthand knowledge of the workplace and observe ways workers are integrating knowledge, concepts, and skills from diverse disciplines to solve the complex problems of their industry. Ways for VE teachers to gain workplace experience include internships, tours and other types of short-term visits, and externships. Another professional development strategy available to VE teachers is linking with colleagues to discuss the trials and challenges of teaching and to share instructional strategies. Professional development schools, centers, and leadership academies sponsored by local businesses and school systems offer programs to help educators develop skills that are congruent with the workplace's changing practices. A third professional development strategy for VE teachers is participating in workshops and conferences that include not only presentation of information and theory but also time for demonstration, practice, feedback, and follow-up. VE teachers can also further their professional development by enrolling in programs for technology skill development that integrate technology with other subject areas. (Contains 11 references.) (MN)

ED 442 995 CE 080 435

Haefeli, Kurt
Vocational Education in Switzerland: Facts, Figures and Prospects.
PUB DATE- 00
NOTE- 19p.; Paper presented at the National Dissemination Center for Career and Technical Education, (Columbus, Ohio, August 10, 2000). Cover title varies.
LANGUAGE- English

trend was the extent to which low attainment declined, although significant differences in terms of gender were also found. In 1978, the extent of low attainment was broadly similar between the sexes, but females improved at a faster rate. Social background and area characteristics were the strongest predictor of low attainment. A large fall was identified in the numbers leaving school and entering directly into employment. A desire among low attainers for employment rather than training prevailed. A small proportion found stable employment; the routes of the majority were characterized by uncertainty with frequent switching between statuses. While more females entered employment, on leaving school they had lower levels of participation in training. Compared to better-qualified S4 leavers, male low attainers were less likely to have been continually employed, complete training, and have a greater instability in routes followed. However, the majority were employed at age 18/19. Just over half of all low attainers gained any form of additional qualifications. Female S4 leavers were likely to gain some form of additional qualification. (Appendixes contain 55 references and data tables.) (YLB)

ED 443 012   CE 080 466

Tinklin, Teresa; Croxford, Linda
High-Attaining Female School Leavers. Scottish School Leavers Survey: Special Report III.
SPONS. AGENCY- Scottish Executive Education Dept., Edinburgh.
PUB DATE- 00
NOTE- 14p.; For full report, see CE 080 467; for related documents on the Scottish School Leavers Survey, see CE 080 464-465.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Education Work Relationship; *Educational Attainment; Educational Status Comparison; Employment Opportunities; *Employment Patterns; Equal Education; Foreign Countries; *High Achievement; Longitudinal Studies; Outcomes of Education; *Performance Factors; Postsecondary Education; Secondary Education; Sex Differences; Sex Fairness; Student Educational Objectives; Success; Trend Analysis; *Womens Education
IDENTIFIERS- *Scotland; *Scottish School Leavers Survey

Data that were originally gathered during the 1978-1990, 1994, and 1996 Scottish School Leavers Surveys were subjected to a secondary analysis to identify the qualifications, characteristics, and choices of high-attaining female school leavers. The following were among the key findings of the analysis: (1) on average, young women from all social backgrounds had higher attainment than did young men with the same social background; (2) no evidence was found that the gender gap varied between schools; (3) compared with young men, young women had higher average standard grade attainment and were more likely to remain in school after age 16; (4) having friends who took school seriously was related to high attainment, and more young women than young men had peer groups that took school seriously; (5) gender differences in subject choice emerged in S5/S6, after subject choices are no longer restricted; (6) like lower-achieving students, high-attainers showed traditional gender-specific preferences for certain subjects in S5/S6; (7) high-attaining young women were less likely to enter higher education than were higher-attaining young men, although they were equally likely to apply; and (8) the issues involved in redressing gender inequality for young basic office operations; (10) information processing activities; (11) word processing; (12) machine transcription; (13) basic data processing; (14) computer file manipulation; (15) document processing; (16) database and spreadsheet operations; and (17) computer applications. Each area contains 3-21 standards. The following items are appended: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Business and Administrative/Information Services Subcouncil, Health and Social Services Subcouncil, and Medical Offices Standards Development Committee members; Business and Administrative/Information Services Subcouncil Medical Office Occupations Cluster Recognition Proposal; and a list of workplace skills. (KC/MN)

ED 443 029   CE 080 487

Illinois Occupational Skill Standards: Metal Stamping Skills Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 98
NOTE- 55p.; For other Illinois Occupational Skill Standards, see CE 080 475-492.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Behavioral Objectives; Competence; Competency Based Education; Educational Objectives; Employment Potential; Evaluation Criteria; *Job Skills; Job Training; *Metal Industry; *Metal Working; Occupational Clusters; *Performance Based Assessment; Postsecondary Education; Program Guides; Secondary Education; *State Standards; Statewide Planning; Student Certification; Student Evaluation; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Illinois

These skill standards, developed through a consortium of educational and industry partners in Illinois, serve as guides to workforce preparation program providers to define content for their programs and to employers to establish the skills and standards necessary for job acquisition and performance. The skill standards include the following components for each skill defined: performance area; performance skill; skill standard; and performance elements and assessment criteria. This publication contains skill standards for metal stamping occupations. The skill standards are grouped in the following areas: (1) quality control and inspection; (2) operation; (3) preventive maintenance; (4) quality control and inspection; and (5) set-up operations. Each area contains 1-14 standards. The following items are appended: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council and Manufacturing Subcouncil members; Manufacturing Subcouncil Metal Stamping Skills Cluster Recognition Proposal; and a list of workplace skills. (KC)

ED 443 030   CE 080 488

Illinois Occupational Skill Standards: Nursing Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 98
NOTE- 194p.; For other Illinois Occupational Skill Standards, see CE 080 475-492.
LANGUAGE- English

Parenthood; Ethnicity; Family Environment; High School Graduates; *Individual Development; *Mothers; Parenting Skills; Stress Variables; Welfare Recipients; Well Being

This study looked at New Chance, a voluntary randomized trial of an intensive program for teenage mothers and their children that operated nationally between 1989 and 1992. The study examined the effects of maternal psychosocial well being, intensity of work and educational pursuits, home environment, and use of childcare on combined experimental and control group children's cognitive and behavioral development. Favorable home environment offered protection from poor cognitive development, as did mothers earning a high school credential. Risk factors for poor cognitive development were Hispanic ethnicity and long-term welfare receipt when the mother was a child, while maternal education was protective. Extended exposure to center-based childcare was protective for cognitive development for children under age one at intake. Mothers' depression and parenting stress were associated with higher maternal reported behavior problems, while minority status and earning a high school credential predicted fewer maternal reported behavior problems. Child sex (male) was the most important risk factor for poor teacher ratings. Use of childcare did not predict behavior, except that children over two years of age using the most center-based care were at an increased risk for poor maternal ratings. These findings suggest that programs should address parenting stress and continue to support and encourage education for teenage parents. (Contains 29 tables, 2 appendixes, 2 figures, and 107 references.) (MKA)

ED 443 048 CG 030 116

Astleitner, Hermann; Herber, Hans-Joerg; Paschon, Andreas; Thonhauser, Josef

The Influence of Formal Education on Social Attitudes and Helping Behavior.

PUB DATE- 00

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Age Differences; Behavior Patterns; Demography; Foreign Countries; Helping Relationship; Individual Development; Influences; *Role of Education; Sex Differences; *Social Attitudes; Social Responsibility

IDENTIFIERS- *Austria

In considering the question of whether education leads to better and more supportive human beings, a survey was conducted on how formal education and demographic variables, such as age, gender, and degree of urbanization, influence helping behavior and social attitudes. Data were collected from 588 Austrians, ages 14 to 89. Results of the survey indicated that formal education increased progressivism, while decreasing chauvinism and social responsibility. Helping behavior was weakly associated with formal education but strongly associated with age. One explanation of these results is that progressive people often represent a liberal way of thinking in which individuals take care of their own lives. In respect to social attitudes, the survey showed that older people are less progressive, more chauvinistic, and show more social responsibility than younger people, possibly attributable to the expected or given social, health, or financial handicaps or related fears. The present study also reports that men showed higher social responsibility attitudes than women. It suggests that future research consider why social attitudes only lead to

Chapter 3 presents some of the same information in terms of the relationship between substance use and students' demographic characteristics. Chapter 4 discusses risk and resiliency factors such as peer use, perceived availability and danger of substances, parental attendance at school events, and parental attitudes toward substance use. Chapter 5 discusses questions about the negative consequences of students' substance use. Chapter 6 reports on questions students were asked about their substance abuse education and resources they might use for help with a substance abuse problem. Chapter 7 discusses findings of the elementary school survey on a drug-by-drug basis. Chapter 8 examines substance use by demographic characteristics. Chapter 9 examines other risk factors among elementary students. Chapter 10 summarizes the data of the elementary and secondary school surveys and reports that students who live on the border appear to be remarkably resilient. (Contains 10 apendixes and 79 tables) (JDM)

ED 443 068   CG 030 170

Aoto-Sullivan, Stacey Y.
The Efficacy of Short- and Long-Term Therapy in the Treatment of Childhood Sexual Abuse: A Review of the Literature.
PUB DATE- 00
NOTE- 45p.; Doctoral research paper, Biola University, La Mirada, CA.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Abuse; Children; Cognitive Restructuring; *Counseling Effectiveness; Family Counseling; Group Therapy; Individual Counseling; *Literature Reviews; Parent Participation; *Sexual Abuse

This paper presents a review of the short- and long-term treatments for children who have been sexually abused. Short-term group therapy, long-term group therapy, short-term individual, and long-term individual therapy were each evaluated in terms of efficacy in alleviating symptoms associated with sexual abuse. The paper also evaluates the strengths and weaknesses of the studies. The review of the literature indicates that short-term group therapy was effective in reducing symptoms in children who have been sexually abused. Studies of long-term group therapy indicated conflicting evidence as to its efficacy in alleviating symptoms. Strong evidence was found to suggest that short-term individual cognitive therapy in addition to parallel parental treatment produced a decrease in symptoms in sexually abused children. Future research is need in the area of long-term treatment to determine which symptoms are amenable to long-term treatment, whether early intervention prevents or suppresses symptoms, and to further understand the benefits of short-term treatment and how it differs in its effect from long-term treatment. Further studies of asymptomatic children may shed light on questions of the sleeper effects, resiliency in children, and differences in the type of abuse on children's symptom profiles. (Contains 94 references.) (Author/JDM)

ED 443 069   CG 030 178

Murdin, Lesley
How Much Is Enough? Endings in Psychotherapy and Counselling.
PUB DATE- 00
NOTE- 176p.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art Activities; *Classroom Environment; *Cognitive Development; Early Childhood Education; *Emergent Literacy; *Play; Thematic Approach; *Young Children

In these politically charged times of early literacy initiatives, position statements, and education reform, talk about play and literacy learning seems rather awkward, if not even a bit silly. As the realities of early literacy education set in, teachers, legislators, and parents grow ever more critical of what young children are doing as developing writers and readers, and how they are doing it. After all, children need to develop phonemic awareness, learn letter names, practice recognizing words, and participate actively in storybook reading to acquire basic literacy concepts. These are intensely instructive activities best led by adults who impart essential literacy knowledge and skills that children must learn. Certainly this is a serious business, and the time and energy it demands can overwhelm thoughts of play. But the worry is that the important role of play in the process of learning to read and write might be misunderstood, if not overlooked altogether. This paper shares this worry, and, in attempting to assuage it, discusses some fundamental connections between literacy and play, the mental constructions they support, and how both might be strengthened in everyday literacy teaching and learning in early childhood classrooms, using an art studio play setting as a research lesson. Contains 3 figures and 19 references; cites 10 children's books. Appended is an overview of the thematic unit. Also attached is a discussion forum. (Author/NKA)

ED 443 090 CS 014 030

Graves, Michael F.
Fostering High Levels of Reading and Learning in Secondary Students.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Reading; Learning Strategies; *Reading Achievement; Secondary Education; *Secondary School Students
IDENTIFIERS- Reading Uses; Scaffolding; *Teaching for Understanding

Reading for students beyond the primary and lower elementary grades gets relatively little attention. Despite the widespread acceptance of the importance of higher levels of literacy for students, levels that can only be achieved across the years of elementary and secondary school, most educators, researchers, and policymakers focus their attention on the lower grades. Two contemporary constructs, however, have the potential to change the way secondary teachers teach. These are the "teaching for understanding" approach and the concept of scaffolding students' learning. David Perkins's approach in working with Harvard's Project Zero recognizes that teaching for understanding must go beyond simply presenting students with information. The educator must ensure that students accomplish three tasks: retain important information; understand topics deeply; and actively use the knowledge they gain. Perkins argues that fewer topics should be taught and taught more thoroughly than is typical. More specifically, he suggests that learn how they can positively impact their children's success in school by reading aloud to them at home. A model session using a local story demonstrates read-aloud suggestions and techniques. This guide provides enough information to begin the important, fun, and easy activity at home. Other audio guides in the series are available in the Pacific languages of Carolinian, Chamorro, Hawaiian, Ilocano, Kosraean, Marshallese, Palauan, Pohnpeian, Samoan, Woleaian, and Yapese. (RS)

ED 443 111 CS 014 197

Tamoyose, Tremaine
Reading Aloud to Children. A Bilingual Audio Guide. English/Hawaiian Audiotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 0p.; See CS 014 195-205 for other audio guides in the series.
LANGUAGE- English; Hawaiian
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; Early Childhood Education; *Family Involvement; Hawaiian; Models; *Parent Participation; Parent Student Relationship; *Reading Aloud to Others; Story Reading

One of a series of 10 English/Pacific language audiocassettes, this bilingual (English/Hawaiian) audio guide explores the benefits of reading aloud to children. Family members will learn how they can positively impact their children's success in school by reading aloud to them at home. A model session using a local story demonstrates read-aloud suggestions and techniques. This guide provides enough information to begin the important, fun, and easy activity at home. Other audio guides in the series are available in the Pacific languages of Carolinian, Chamorro, Chuukese, Ilocano, Kosraean, Marshallese, Palauan, Pohnpeian, Samoan, Woleaian, and Yapese. (RS)

ED 443 112 CS 014 198

Tamoyose, Tremaine
Reading Aloud to Children. A Bilingual Audio Guide. English/Ilocano Audiotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 0p.; See CS 014 195-205 for other audio guides in the series.
LANGUAGE- English; Ilocano
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; Early Childhood Education; *Family Involvement; Models; *Parent Participation; Parent Student Relationship; *Reading Aloud to Others; Story Reading
IDENTIFIERS- Ilocano

One of a series of 10 English/Pacific language audiocassettes, this bilingual (English/Ilocano) audio guide explores the benefits of reading aloud to children. Family members will student retention, so students' communicative adaptability scores were utilized to discover antecedent conditions which predict participation in a mentoring program. Because of the longitudinal design of this project and the lack of student participation in the early phases of the program, results indicate that the measurement of communicative adaptability of first-year students and the formal nature of this program provide unique challenges for institutions implementing formal mentoring programs. Proposed is that the role of the communication faculty member is central to the investigation of student retention issues. Communication faculty can provide formal interventions prescribed by the mentoring literature (i.e. communication skills training), while mentoring the effects of communication behavior upon the development of formal mentoring relationships and student retention rates. (Contains 33 references.) (Author/NKA)

ED 443 134 CS 510 369

Hogenraad, Robert; Tousignant, Nathalie; Castano, Emanuele; Bestgen, Yves; Dumoulin, Michel
The Words That Buoy the European Impulse.
PUB DATE- 97
NOTE- 41p.; "This work has benefited from the help of the Belgian National Fund for Scientific Research (Belgium) and grants by the Catholic University of Louvain (Belgium) and the Belgian Ministry of Education." Paper presented at the American Branch of the Biennial European Community Studies Association (5th, Seattle, WA, May 29-June 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Discourse Analysis; Foreign Countries; *Organizational Communication; *Rhetoric
IDENTIFIERS- Computer Assisted Data Analysis; *European Union; *Political Communication; Thematic Analysis

With a view on analyzing the deeper trends in the European discourse that will shape the European Union's (EU's) future, a study examined 121 speeches made by EU political leaders over the period 1985-1997 and concorded and statisticized which words were used, how often, where, and when with the help of a computer-aided content analysis engine. Under pressure toward novelty, the discourse that buoys the EU should--and does--accumulate symbolic notions. The creation of a success story such as the European construction represents a potential for optimism and energy, yet only narrative energy changes, even peters out. The themes around which the European Union is organized must--and do--show something of the European impulse: Concern is presently with unemployment (less with security and cooperation), with institutions (less on citizenry), and with the Europe of regions. (Contains 2 tables, 8 figures, and 84 references.) (Author/NKA)

ED 443 135 EA 029 566

Lumsden, Linda
Student Motivation: Cultivating a Love of Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 126p.; Foreword by Catherine Lewis.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

competing demands and to create environments in which diverse viewpoints can come together to create a common vision for what schools should be. To make and sustain meaningful, long-lasting changes, the conception of what "leadership" means must be expanded from a narrow focus on improving the skills of a single man or woman to the building of the capacity of the community of teachers, students, parents, as well as administrators to lead. (Contains 26 references.) (DFR)

ED 443 155 EA 030 462

Clark, Gail; Dickson, Ken; Fultz, Marla
Comprehensive School Reform Demonstration: Interactive Web Site Pilot Project. Sample School Profiles.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Computer Mediated Communication; *Educational Change; Elementary Secondary Education; Evaluation; Financial Support; *Profiles; Public Schools; *World Wide Web
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; *Mid Continent Research for Education and Learning

The interactive Web site pilot project is a cross-lab project involving 10 regional educational laboratories. The primary goals are to help Comprehensive School Reform Demonstration (CSRD) schools gain and share information, and help build national capacity in comprehensive school reform. The interactive Web site is an online CSRD community designed to allow CSRD-funded schools to create profiles on the Web and join online, moderated discussion groups focused on comprehensive school reform issues. CSRD schools will also have the opportunity to identify schools serving similar populations or using the same school reform model via this Web site. All laboratories agree to introduce the Web site to CSRD schools and assist the schools in registering on the site, entering their school profiles, and joining the discussion groups. A total of 16 of the 92 CSRD schools funded in the McREL region have completed profiles for the interactive Web site and are listed here. The nationwide collection of CSRD schools' profiles will serve as a valuable resource for other schools serving similar populations, using the same school reform model, or launching independent reform programs. (DFR)

ED 443 156 EA 030 463

Clark, Gail
Comprehensive School Reform Demonstration: SEA Network Forums Proceedings (July 27, 1999 and October 14, 1999).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communication Problems; *Educational Change; Elementary Secondary Education; *Methods Research; Program Descriptions; *Program Evaluation; Public Schools; *Research Projects
IDENTIFIERS- *Comprehensive School Reform Demonstration Program;

(141)
DESCRIPTORS- Elementary Secondary Education; Federal Aid; *Federal Programs; Government School Relationship; *Private School Aid; *Private Schools; School Support; Teacher Welfare

This brochure describes how private-school students and teachers, including those in religiously affiliated schools, can receive federal education program benefits. It summarizes programs offered by the U.S. Department of Education that can aid students. A brief description of each program, all of which fall under the Elementary and Secondary Education Act (ESEA), is provided. These include Title I of the ESEA, which provides supplementary instruction by public-school teachers to students who are failing or in danger of failing to meet high academic standards and who live in areas of high poverty; the Eisenhower Professional Development Program, which provides professional-development opportunities to private-school teachers; the Reading Excellence Act, which offers benefits to students at private schools located in public-school districts; the Technology Literacy Challenge Fund, which provides various forms of technological support, equipment, and training through competitive grants; the Safe and Drug-Free Schools Program, which can include prevention programs; the Bilingual Act; the Individuals with Disabilities Education Act, which requires every state to identify, locate, and evaluate children with disabilities; and the Innovative Education Program, which provides supplementary educational materials such as computers, computer software, library materials, and reference materials. (RJM)

ED 443 176   EA 030 497

Werner, Ann Zweber
Licensing for Educational Administrators: Conceptual Framework.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; Certification; *Educational Administration; Elementary Secondary Education; Principals; Qualifications; *Standards; State Licensing Boards; Superintendents
IDENTIFIERS- *Minnesota

This report discusses licensing requirements for educational administrators in Minnesota. It describes the four areas that require licensing--superintendent, K-12 principal, director of special education, and director of community education--and offers a brief history of licensing prior to the new standards that were imposed in 1997. The post-1996 licensing requirements for educational administrators reflects the state's move to accountability in education. The preparation assessment for licensing educational administrators became competency-based, with each candidate required to demonstrate the attainment of the skills and dispositions in addition to the knowledge specified by the competencies identified in the licensing regulations. The major change is that the determination of readiness is no longer the sole responsibility of the university but is now a shared role with university personnel, licensed administrators from the field, and school-board members. The paper discusses the current requirements for licensure; the conceptual framework for training educational administrators; and the coherence between the conceptual framework and student outcomes, courses, field experiences, and

Magistrum, as an illustrative example of an intensive training, an effective answer to the principals' need for professional development?" Preliminary findings are reported because data analysis is still in progress. The paper briefly describes the conceptual framework, with the central idea of professional development as an interactive and contextualized learning process. Next, it reports on the specific research approach in the study, that of semistructured interviews. The data suggest the Magistrum is a "timeout" for principals; the training offers them ways to "refuel." They can take a break while studying new theories, skills, and visions, all of which happen in intensive exchanges with other principals coping with the same challenges. Two patterns emerged in the meanings of "timeout": the acquisition of new knowledge, skills, and insights before principals returned to their schools; and a period of time that leads to more fundamental and pivotal changes in perspective. An appendix contains a description of the training program. (Contains 61 references.) (DFR)

ED 443 198 EA 030 532

Salaries of Teachers. Indicator of the Month.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Government Publications; Public Schools; *Teacher Employment; *Teacher Recruitment; *Teacher Salaries; *Teacher Supply and Demand

This report lists percentage distribution and annual median salaries (in constant 1998 dollars) of full-time elementary and secondary school teachers, by age for 1971-98. As a wave of younger teachers hired in the mid-1970s has aged, a demographic shift in the age of teachers has occurred. The percentage of full-time teachers 45 years or older has increased from about 26 percent in 1975 to 43 percent in 1993. The annual median salaries of full-time teachers decreased between 1971 and 1981 by about $500-$700 annually in each age group. Between 1981 and 1989, the salaries of teachers rose. For the oldest group of teachers, salaries rose by about $1,100 per year, on average, while for the middle and youngest age groups, salaries increased by smaller amounts. Since 1989, the salaries of the oldest and youngest groups of teachers have remained about the same, while the salaries of the middle-age group (between ages 35 and 44) have declined by about $400 per year, on average. Finally, the difference between the annual median salaries of bachelor's degree recipients and all teachers declined from about $5,000 in 1981 to $2,300 in 1998. (DFR)

ED 443 199 EA 030 533

Anderson, Leslie M.; Welsh, Megan
Making Progress: An Update on State Implementation of Federal Education Laws Enacted in 1994.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 00
NOTE- 226p.; "With the assistance of Elizabeth A. Stief."
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)

Responsibility; Preschool Education; School Responsibility; Staff Role; *Student Placement; Student Responsibility; *Student Rights

IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

This pamphlet provides parents of children with disabilities with information on Section 504 of the Rehabilitation Act of 1973 with respect to preschool, elementary, and secondary school policies involving placement of children with physical and mental disabilities. Topics covered include: (1) the history of the legislation; (2) the definitions of "appropriate education" and "disability"; (3) the differences between special education and Section 504; (4) how students with disabilities are identified; (5) eligibility; (6) services; (7) making accommodations; (8) school responsibilities under Section 504; (9) parent responsibilities; (10) student responsibilities; (11) role of the Section 504 coordinator; (12) roles and responsibilities of the U.S. Department of Education and the Office for Civil Rights; (13) the complaint process; and (14) rights granted under Section 504 to students with disabilities. (CR)

ED 443 220 EC 307 913

Procedural Safeguards in Special Education for Children and Parents.

PUB DATE- 99

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Disabilities; *Due Process; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Regulation; Mainstreaming; *Parent Participation; Private Schools; *Special Education; Student Evaluation; *Student Placement; Student Records; *Student Rights

IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; North Dakota

This booklet provides parents of children with disabilities with information on procedural safeguards guaranteed in special education under the Individuals with Disabilities Education Act 1997 (IDEA). Topics covered include: (1) required notice of procedural safeguards; (2) parent participation; (3) prior written notice; (4) parental consent; (5) student records; (6) evaluation procedures; (7) least restrictive environment requirement; (8) educational surrogate parents; (9) due process hearings; (10) discipline; and (11) private school placement. A list of special education resources in North Dakota is provided. (CR)

ED 443 221 EC 307 914

Assistive Technology for Students with Disabilities: Information for Parents & Educators.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Utah State Univ., Logan.

PUB DATE- 99

NOTE- 22p.; Developed by the North Dakota Assistive Technology Task Force and the Mountain Plains Regional Resource Center.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Children; Clinical Diagnosis; *Etiology; *Individual Characteristics; Intervention; *Outcomes of Treatment; *Physical Disabilities; *Symptoms (Individual Disorders)
IDENTIFIERS- *Marfan Syndrome

This fact sheet answers general questions about Marfan syndrome, a heritable condition that affects the connective tissue. It describes the characteristics of the disorder, the diagnostic process, and ways to manage symptoms. Characteristics include: (1) people with Marfan syndrome are typically very tall, slender, and loose jointed; (2) more than half of all people with Marfan syndrome experience dislocation of one or both lenses of the eye; (3) most people with Marfan syndrome have abnormalities associated with the heart and blood vessels; (4) the brain and spinal cord are surrounded by fluid contained by a membrane called the dura, and as people with Marfan syndrome get older, the dura often weakens and stretches, then begins to weigh on the vertebrae in the lower spine and wear away the bone surrounding the spinal cord; and (5) many people with Marfan syndrome develop stretch marks on their skin. Treatment options include orthopedic braces or surgery, eyeglasses or contact lenses, beta-blockers, and medication to minimize any associated pain with dural ectasia. (CR)

ED 443 242 EC 307 937

Chen, Deborah; Haney, Michele; Klein, M. Diane; Alsop, Linda
Learning How To PLAI: Ways To Promote Learning through Active Interaction with Infants Who Are Deafblind.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Canadian Conference on Deafblindness (6th, Mississauga, Ontario, Canada, August 12-15, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; Communication Skills; Curriculum Development; *Deaf Blind; Early Intervention; Infant Care; Infants; *Interpersonal Communication; *Interpersonal Competence; *Parent Child Relationship; *Parent Education; *Social Development; Theory Practice Relationship

This paper describes Project PLAI (Promoting Learning through Active Interaction), a 4-year research-to-practice project designed to develop and validate an early communication curriculum for infants who are deafblind and their caregivers. The curriculum provides a step-by-step approach to assist caregivers in recognizing their infants' early and subtle communication behaviors and in responding to these contingently, thus providing opportunity and encouragement for reciprocal interaction. This sequence offers an innovative format to assist caregivers in developing the ability to analyze and respond to early, subtle, and difficult-to-interpret communicative behaviors of their infants. This report discusses the conceptual framework of the Project PLAI model and its unique strategies, including its emphasis on the skills of both the caregivers and the infants, support of the natural efforts of caregivers, and the infusion of interactive strategies within the context of family routines, thus

Rehabilitation Programs; Secondary Education; Self Advocacy; Services; *Transitional Programs
IDENTIFIERS- Individualized Transition Plans; Individuals with Disabilities Educ Act Amend 1997; *Maryland

This booklet, on the transition of Maryland students with disabilities to life after high school, is designed to build informal partnerships for the transition planning process. It provides details about: (1) the goals and components of transition planning; (2) the participants in transition planning; (3) the timing for formal transition planning; (4) requirements in the transition section for the Individualized Education Program; (5) the questions addressed during transition planning; (6) the difference between entitlement and eligibility systems; (7) the requirements for a Maryland High School Diploma and Certificate; (8) anticipated services following high school in Maryland; (9) why anticipated services data is collected; (10) the coding system for collecting data about anticipated services in Maryland; (11) the roles and services provided by the Maryland Division of Rehabilitation Services, the Developmental Disabilities Administration, and the Mental Hygiene Administration; (12) documentation the student needs for post-secondary settings; (13) activities schools can offer to involve families in transition planning; (14) what families can do to prepare for discussions about transition and anticipated services; (15) assisting students to develop self-advocacy skills; and (16) transition resources. Case studies are used to illustrates transition needs of students and to encourage problem solving. (CR)

ED 443 262 EC 307 958

Building IEPs with Maryland Families: What a Great IDEA! A Guide for Developing, Implementing and Reviewing Individualized Education Programs for Students with Disabilities.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Disabilities; Educational Planning; Elementary Secondary Education; Family Involvement; Federal Legislation; *Individualized Education Programs; *Parent Participation; *Parent Teacher Conferences; *Program Development; *Teamwork
IDENTIFIERS- *Maryland

This guide suggests a fresh perspective for families and professionals working together to develop Individualized Education Programs (IEPs) for students with disabilities living in Maryland. It begins by explaining the purpose of IEPs and by providing the principles for IEP development in Maryland. Information is then provided on how the IEP is developed, IEP team members, the IEP timeline, and IEP components, including performance levels, measurable goals, statement of special education and related services, determination of services, supplementary aids and services, program modifications and supports, statement of participation in statewide and local assessments, method of informing parents of student progress, special considerations, transition services, and least restrictive environment student placement. Tools that IEP team members must have to hammer home ideas and nail down plans for helping the student reach individualized education goals are

Recordings
SALSA is a 30-episode video series for early elementary school children produced by Georgia Public Broadcasting. It is intended to do three things: (1) introduce non-Spanish speaking children to the Spanish language and Hispanic cultures; (2) promote appreciation for the Spanish language and Hispanic cultures; and (3) promote cultural pride and self-esteem among Hispanic children. Each 15-minute episode is introduced in English, and the remainder is presented in Spanish. The show uses puppets in each episode who present traditional children's stories as humorous three-act plays. This report aims to evaluate, using quantitative and qualitative data, how effective SALSA has been in regards to its three goals and in generating viewer interest, promoting cultural appreciation, and facilitating Spanish language acquisition. It was found that viewers very much enjoyed SALSA videos, and educators rated it superior to other educational videos aimed for early elementary students. Voluntary viewing of SALSA at home was high, especially among young children. SALSA does promote a positive cultural appreciation of Hispanic people and cultures, and Hispanic children gained in self-esteem. Finally, SALSA was found not only to help non-Spanish speaking children learn some Spanish, but it also helped Spanish speaking children learn English. Numerous tables present extensive quantitative data. Survey instruments and questionnaires are included in the seven appendices. (KFT)

ED 443 284 FL 026 322

Rosenbusch, Marcia H., Ed.
Learning Languages: The Journal of the National Network for Early Language Learning, 1999-2000.
PUB DATE- 00
NOTE- 106p.; Published triannually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Class Activities; Elementary Education; *English (Second Language); Immersion Programs; Poverty; Race; Second Language Instruction; Second Language Learning; Spanish; Spanish Speaking; Teaching Methods; Videotape Recordings
IDENTIFIERS- *Content Area Teaching
This document, comprising volume 5, issues 1-3 of Learning Languages: The Journal of the National Network for Early Language Learning (NNELL), includes the following articles: "Poverty, Race, and Foreign Language Immersion: Predictors of Math and English Language Arts Performance" (Stephen J. Caldas, Nicole Boudreaux); "Meet a Foreign Language Advocate" (Tara Gentry); "Excerpts from Joe Kiebesh's Keynote Speech at the NNELL Summer Conference"; "Let's Assess: Connecting Students, Parents, and Teachers" (Janet Kucerik); "Content-Based Language Learning--Why and How?" (Mihaela Brumen); "'Espanol para ti': A Video Program That Works" (Elena Steele, Holly Johnson); "Language and Culture Through SALSA" Greg Duncan). Regular features include the following: "Notes from the President"; "Resource Information"; "Activities for Your Classroom"; "Classroom Resources"; "In Memoriam"; "Grant Information Announcements"; "NNELL News"; and "Calendar." This journal serves the early language learning profession by providing a medium for the sharing of information, ideas, and concerns of its members and readers. (KFT)

ED 443 285 FL 026 323

recognition that universities are institutions that belong to the international community. Distinctive features of modern practice include professionalization of staff functions and the diffusion of policy and decision making. The academic standards and criteria that dominate admission decisions and choices continue to be secondary school preparation and standardized tests. The study concludes, however, that at a time when school and college relations are undergoing rapid change, that admission policies and practices must once again be reconsidered. (Contains 18 references.) (SM)

ED 443 304 HE 033 088

Fincher, Cameron
Administrative and Organizational Structures in American, British, and Continental Universities.
PUB DATE- 91
NOTE- 19p.; A brief version of this paper was prepared for the European Association for Institutional Research Conference (Edinburgh, Scotland, 1991)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; Education Work Relationship; Foreign Countries; Government School Relationship; *Higher Education; *Information Technology; *International Cooperation; International Trade; Labor Market; Leadership; Organizational Climate; Politics of Education; Relevance (Education)
IDENTIFIERS- Europe; European Community; Global Economy; National Aeronautics and Space Administration; Organizational Structure; United Kingdom

This paper, written in 1991, examines some of the problems related to technological and cultural change common to American, British, and continental universities citing, for example, global competition; adaptability of the national workforce; changing concepts about the role of higher education; changing relationships among business, governments, and universities; and pervasive cultural changes. The paper forecasts that national success in dealing with these challenges will be significantly influenced by the economic unification of Europe in 1992, the reunification of Germany, and changing relations of eastern and western European nations. Sections of the paper focus on the following issues: (1) the intersection of universities and national policy as it relates to an educated, well-trained workforce; creative research and development responsive to national needs; and effective leadership and management, and providing examples of how different countries are dealing with these issues; (2) various structural administrative and organizational models; (3) adaptive organizational structures, such as the National Aeronautics and Space Administration in the United States, that have responded effectively to significant changes in the environment; (4) differences in American and European administrative structures and functions; and (5) possibilities for American, British, and continental universities to establish inter-institutional programs and activities. (Contains 23 references.) (SM)

ED 443 305 HE 033 089

Fincher, Cameron
Cooperative Strategies in Administrative Leadership.

Inquiry in a School-University Partnership: A U.S. Perspective.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; *Faculty Development; Graduate Study; Higher Education; *Inquiry; *Organizational Development; Partnerships in Education; *Teacher Collaboration
IDENTIFIERS- Collaborative Inquiry; *Institutional Renewal; *Reflective Thinking

This paper describes two cases that illustrate the role of collaborative reflection in developing a culture of inquiry and individual and organizational renewal in school-university partnerships. Three assertions underlie the study: that individual renewal leads to organizational renewal; that developing a culture of inquiry is a prerequisite to the kind of individual renewal that leads to organizational renewal; and that collaborative reflection is essential for developing and sustaining culture. The first section of the paper defines the terms culture of inquiry, collaborative reflection, individual renewal, and organizational renewal. The second section describes two cases in which educators engaged in collaborative reflection (one in a new graduate program on educational inquiry and the other in an established program that involved reading, observing schools, and discussing issues related to education in a democracy). The third section offers a model for individual and organizational renewal that includes the nine elements of collaborative reflection: building trust, making time, nurturing questions, forming groups, taking risks, being patient, giving gifts, accepting offerings, and recognizing results. (Contains 22 references.) (SM)

ED 443 326   HE 033 079

Aleman, Ana M. Martinez; Salkever, Katya
Multiculturalism and the Mission of Liberal Education.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Cultural Differences; Cultural Pluralism; Diversity (Student); *General Education; Higher Education; *Liberalism; *Multicultural Education; Teacher Student Relationship; Undergraduate Study
IDENTIFIERS- Dewey (John)

This paper examines attempts at four prototypical undergraduate liberal arts colleges to build community based on liberal educational principles and values, and investigates liberal education's ability to meet the challenges of multiculturalism. Data for the study was derived from a content analysis of archival materials from the four colleges, including mission statements, college catalogues, admissions viewbooks and videos, capital campaign videos, admissions CD-ROMS, and institution Web sites. Data were prepared for qualitative rewards, as well numerous college and university promotion and tenure documents and faculty handbooks. These data were examined in relationship to current research and literature on faculty professional service. Results uncovered best practices in only 26 institutions (which are referenced in the paper). Sections of the paper present a history of faculty professional service in higher education; discuss rewarding faculty professional service through the promotion and tenure system; define faculty professional service; review ways to document faculty professional service; list primary and secondary criteria for assessing the quality and scholarship of faculty professional services; define two groups who can be appropriately used to evaluate faculty professional service (clients/community leaders/peers and faculty/committee members); and discuss alternative ways of rewarding faculty professional service. An annotated list of 27 faculty promotion and tenure documents is appended. (Contains 16 references.) (SM)

ED 443 343 HE 033 100

Singleton, Sharon; Burack, Cathy; Hirsch, Deborah
The Status of Faculty Professional Service and Academic Outreach in New England. Working Paper.
PUB DATE- 97
NOTE- 28p.; For other Working Papers, see HE 033 099-101.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Evaluation Methods; Faculty College Relationship; *Faculty Evaluation; Faculty Promotion; Higher Education; Institutional Mission; Merit Pay; Private Colleges; Professional Recognition; Public Colleges; Questionnaires; *Rewards; School Policy; Surveys; Teacher Characteristics; Teacher Role; Two Year Colleges; Universities
IDENTIFIERS- *Faculty Service; *New England

This paper describes a 1996 survey of New England colleges and universities regarding the professional services that faculty were engaging in and the policies and structures that supported such activities. Questionnaires were mailed to deans and chief academic officers at 225 institutions of higher education in New England; 120 institutions responded. Overall, the study found considerable institutional commitment to faculty professional service. A majority of respondents reported that service was a stated part of their institutional mission and that faculty, administrators, and staff supported that commitment. However, a gap was revealed between statements and practice. Only one-third of the respondents were able to demonstrate that commitment by naming either an office or individual charged with overseeing service initiatives or citing explicit criteria used to evaluate professional service in promotion and tenure decisions. Results varied by institution type, with public four-year institutions reporting higher levels of commitment and support for faculty professional services than either private four-year institutions or two-year colleges. The survey and a list of survey respondents are appended. (SM)

ED 443 344 HE 033 101

Thomas, Nancy L.
The Institution as a Citizen: How Colleges and Universities Enhance Their Civic Roles. Working Paper.
PUB DATE- 98

Islands and the University of Guam; Education Amendments of 1980, Title XIII, Parts G and I; Education Amendments of 1980, Title XIII, Part H (Miscellaneous Provisions); First Morrill Act; George Bush School of Government and Public Service Act; Grants to Eisenhower College and to Samuel Rayburn Library; Harry S. Truman Memorial Scholarship Act; Herbert Hoover Memorial; Higher Education Act of 1965; Higher Education Amendments of 1968; Higher Education Amendments of 1986; Higher Education Amendments of 1992--Title IV, V, and XV; Higher Education Amendments of 1992--Title XIII; Higher Education Amendments of 1998; Howard University Endowment Act; Human Rights, Refugee, and Other Foreign Relations Provisions Act of 1996; Human Services Reauthorization Act, Title V; Morris K. Udall Scholarship and Excellence in National Environmental and Native American Public Policy Act of 1992; National Science Foundation Act of 1950; Navajo Community College Act; Public Law 98-480, Title III (Higher Education Projects); Public Law 98-558, Title V (Higher Education and Research Project); Second Morrill Act; and Tribally Controlled Community College Assistance Act of 1978. (RH)

ED 443 362   HE 033 122

Bashaw, Carolyn Terry
"Stalwart Women": A Historical Analysis of Deans of Women in the South. Athene Series.
PUB DATE- 99
NOTE- 163p.; Foreword by Linda Eisenmann.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Coeducation; *Deans of Students; Employed Women; Higher Education; *Personal Narratives; *Story Telling; *Women Administrators; Women Faculty; Womens Education
IDENTIFIERS- *Regional Colleges

This study examines the accomplishments of four women who served as deans of women, a once-crucial but now defunct role, in U.S. coeducational institutions in the South. Their contributions are assessed by examining five areas: institutions, impediments, initiatives, infrastructure, and intimacy. Surveying the careers of Sarah Gibson Blanding, Katherine S. Bowersox, Agnes Ellen Harris, and Adele H. Stamp, who were conscious of their marginality compared to more-recognized female leaders of academe, the book examines a little-studied era in women's higher education; it examines the significance of deans of women as academic advocates and actors, Southern academic women in co-educational institutions, and academic women who remained single. Separate chapters focus on the education and early work experience of the four women; their struggle for physical space on male-dominated campuses; their response to financial challenges during the Great Depression; their efforts to combine academic societies and ritual for college women, to enhance athletic opportunities, and to foster professional outlets for themselves and their colleagues; and on how single academic women fulfill family responsibilities and forge personal relationships. Appended are chapter endnotes and a list of primary sources. (Contains approximately 200 references.) (RH)

ED 443 363   HE 033 123

Brown, Richard Harvey, Ed.; Schubert, J. Daniel, Ed.
Knowledge and Power in Higher Education: A Reader.
PUB DATE- 00

Services; Cooperative Programs; Educational Economics; Experiential Learning; Higher Education; Partnerships in Education; Public Service; Role of Education; *School Community Programs; School Community Relationship; *Service Learning; *Student Development; *Student Participation; *Student Volunteers; Universities; Work Experience Programs
IDENTIFIERS- *Learn and Serve America

As mandated by the U.S. Congress, this report evaluates the Learn and Serve America program's effects on higher education students (service providers), service recipients, and higher education institutions, and assesses the program's return on investment. An introduction summarizes the policy debate and reviews the study objectives and approach. Other sections: (1) review program accomplishments in direct service and capacity building; (2) assess the program's effects on student development; (3) assess the program's effects on communities; (4) assess the program's effects on colleges and universities as measured by four objectives (expanding student service opportunities, integrating service into course work, fostering mutually beneficial relationships with community organizations, and promoting sustainable programs); and (5) estimate the program's return on investment. The report finds that community organizations are strongly positive about the program; that institutional support is growing and an increasing number of service-learning courses are being offered; and that students are satisfied with their service learning courses. In measuring the program's return on investment, it was found that the value of services delivered increased sharply over three years relative to resources expended; in the third year, the return on investment was positive. (CH)

ED 443 381 IR 020 082

Kennedy, Cathleen A.
Conflicting Purposes of Education: Will Improving Access to Higher Education Undermine Quality?
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Distance Education; *Educational Objectives; *Educational Quality; *Educational Technology; Efficiency; Equal Education; Higher Education; *Individualized Instruction; *Instructional Effectiveness; Models; Online Systems
IDENTIFIERS- Historical Background

This paper ties technologies used in education to purposes of education by correlating technologies with structures and structures with purposes. The paper begins with an exploration of the history of higher education structures, showing how technological innovation is a key component of major improvements in access to education. Next, the debate between advocates and critics of online education is considered against the backdrop of the three purposes of education: creating of an educated citizenry; resolving social inequities; and making educational systems more efficient. Finally, a vision of using online technology as a unifying influence is presented, bringing the three purposes of education into accord to support individual learners. Highlights include individualization of instruction and guidance, interactions among students and teachers, improvements in pedagogy, issues of equity, and a new model, called "Education for One," that includes five

NOTE- 90p.; Ed.D. Practicum I Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Computer Software; *Computer Uses in Education; Educational Technology; *Faculty Development; Internet; Middle School Teachers; Middle Schools; *Staff Development; Teaching Methods; Training; Workshops

This practicum involved a series of continuous staff training sessions that provided teachers with the skills and knowledge necessary to implement the use of computers in the classroom. The 14 workshops and 3 inservice days focused on using the computer for: classroom management skills, evaluating software for instructional use, CD-ROM instruction, and Internet training. All sessions emphasized the development of useful projects that related directly to the educational environment. In addition, workshop attendees were provided with mentors to assist them with the inclusion of computer use in their instruction. Inservice day sessions were provided by technology-savvy teachers who use technology in their classrooms. The author, a computer teacher and presentor at numerous state and national technology conferences, presented workshops. The results of the practicum revealed that, after completion of the workshop and inservice sessions, teachers possessed the skills and confidence necessary to include computers in their instruction. The Needs Assessment Questionnaire, Performance Evaluation Checklist and Software and Workshop Evaluation Forms are appended. (Contains 55 references.) (Author/AEF)

ED 443 401 IR 020 311

Steinkuehler, Constance A.; Derry, Sharon J.; Levin, Joel R.; Kim, Jong-Baeg
Argumentative Reasoning in Online Discussion.
SPONS. AGENCY- National Inst. for Science Education, Madison, WI.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Comparative Analysis; *Computer Assisted Instruction; Higher Education; Instructional Effectiveness; Intermode Differences; Opinions; *Persuasive Discourse; Pretests Posttests; Qualitative Research; *Recall (Psychology)
IDENTIFIERS- Self Explanation Strategies; Summarization

This study compared the effects of three forms of online instruction on memory, belief change, and argumentation skill. Reading of a pro/con text was followed by: (1) online discussion in pairs compared to reading of the same text followed by two forms of individualized study techniques derived from the cognitive memory literature; (2) self-explanation; and (3) repeated summarization and study. Results were analyzed in terms of argument change from pretest to posttest, transfer of argument skills, text recall, reported and directly assessed opinion change, and perceptions of productivity and participation. Qualitative analysis of the transcripts from the online activities examined time on task,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Classroom Environment; Communications Satellites; *Distance Education; *Educational Technology; Elementary Education; Foreign Countries; Grade 3; Grade 4; *Interaction; Interaction Process Analysis; Internet; Rural Areas; Tables (Data)
IDENTIFIERS- Australia (New South Wales); *Learning Environments; *Virtual Classrooms

This paper reports on research with a group of students in grades 3 and 4 who live on isolated grazing homesteads in the Australian desert in western New South Wales. The paper examines an alternative mode of delivery involving the application of satellite-based systems to provide a teaching-learning environment for these students. The trial of a satellite system made it possible to evaluate not only the appropriateness of the technology but also the potential for teaching and learning implied by such systems. This evaluation involved a number of key participants, including students, teachers, home supervisors, administrators, and those engaged in the preparation of the printed materials that form an essential ingredient of education for remote students. Data were collected through questionnaires, daily student records, home supervisor comments, teachers' lesson evaluations, and interviews with professional staff. Results are analyzed under two broad headings: reactions to the systems, including the nature of the learning environment and how the system might be improved; and classroom interaction analyses, including the direction of interaction and the type of interaction (e.g., social, procedural, narrative/expository, explanatory, and cognitive). Contains 17 references. (MES)

ED 443 423 IR 020 346

Forster, Patricia Ann; Mueller, Ute
Graphics Calculator Usage in the West Australian Tertiary Entrance Examination of Calculus.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculus; Comparative Analysis; Educational Theories; Foreign Countries; *Graphing Calculators; Graphs; High Schools; Higher Education; *Mathematics Instruction; *Mathematics Tests; Role; *Secondary School Mathematics; Social Theories; Tables (Data); Test Items; Use Studies
IDENTIFIERS- Australia (Western Australia); *Technology Role; *Technology Utilization

This paper presents a comparative analysis of the Western Australian Calculus Tertiary Entrance Examination (TEE) papers for 1996-99, two years before and two years after the introduction of graphics calculators on the examination. Changes in the questions that asked students to graph rational functions and students' answers to the corresponding question from the 1999 paper are examined. Sociocultural theory and the use of technology are also discussed, including the role of the calculator, effects of technology usage, and inscriptions versus representations. The inquiry highlights implications for teaching and assessment of calculus in the presence of graphics calculators at the upper-secondary level. Results are presented in the following areas: (1) characteristics of questions for the 1996-99 Calculus TEE, including skills, real-life contexts, the role of diagrams, the role of graphics calculators, and effects on curriculum components; (2) questions on rational functions; (3) students' use of graphics calculators in the 1999 question; and (4) roles of the calculator. Contains 28 references. (MES)

ED 443 424 IR 020 347

Forster, Pat; Taylor, Peter
Enactment of Learning in the Presence of Graphics Calculators.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Constructivism (Learning); Foreign Countries; *Graphing Calculators; High Schools; *Mathematics Instruction; Problem Solving; Questionnaires; *Secondary School Mathematics; Social Theories; Vectors (Mathematics)
IDENTIFIERS- Australia (Western Australia); *Learning Environments

This paper presents an inquiry into teaching and learning practices in a Year 11 mathematics class at a private college for girls in Western Australia, studying a topic on vectors. The focus is on learning through problem-solving, where students used graphics calculators as a matter of routine. Constructivist and sociocultural theories were referents for the inquiry, and purposive selection of data led to consideration of a range of theoretical issues. The following five key classroom actions are considered from both constructivist and sociocultural perspectives: (1) answering questions in whole-class work; (2) drawing diagrams; (3) answering friends' questions; (4) trying things out on a graphics calculator and explaining to the class; and (5) listening to the teacher in whole-class work. The sometimes inconsistent assumptions of the two perspectives allowed complementary insights into teaching and learning, thus enriching the analysis. The critical and inquiring stance raises questions for mathematics teachers looking to achieve a sensitive and inclusive learning environment characterized by reflective mathematical thinking and rich mathematical conversations. Appendices include a copy of a student questionnaire and a graphics calculator activity worksheet. Contains 44 references. (MES)

ED 443 425 IR 020 348

Hall, Richard H.; Watkins, Steve E.; Ercal, Fikret
The Horse and the Cart in Web-Based Instruction: Prevalence and Efficacy.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

Education; Information Skills; Information Technology; Learning Resources Centers; Library Cooperation; Library Personnel; Library Policy; *Library Role; *Library Services; Library Surveys; *Predictor Variables; Public Libraries; Questionnaires; *School Libraries; Tables (Data)
IDENTIFIERS- Alaska

This study is an assessment of the impact of Alaska school librarians on academic achievement in the state's public schools. It examines the direct relationship between such staffing and student performance and identifies selected activities of library media staff that affect test scores. Other conditions of library media center operation were also considered as potential predictors of academic achievement. During the 1997-98 school year, library media centers in 211 Alaska public schools were surveyed about their staffing levels, hours of operation, staff activities, usage, technology, policies, and cooperation with public libraries. Each library media program characteristic was assessed as a potential predictor of academic achievement, and relationships among potential library media predictors that might create indirect effects on academic achievement were also examined. Recommendations for raising student achievement levels are included. Appendices include a bibliography, list of participants, copy of the questionnaire, a brochure entitled "A School Librarian Can Make a Difference!" and early results briefs. Although the findings, conclusions, and recommendations reported in this work are substantially the same as those of its original edition, this edition corrects typographical and transcription errors, eliminates unnecessary and misleading methodological information, clarifies ambiguous statements, corrects misinterpretations of statistical details, and contains citations accidentally left out of the original bibliography. (MES)

ED 443 446   JC 000 348

Fischer, Susanne
Office of Institutional Research Research Brief, 1999-2000.
PUB DATE- 00
NOTE- 12p.; Journal formerly titled "Institutional and Program Planning Research Brief."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accountability; *Adjunct Faculty; Community Colleges; *Employer Attitudes; Graduates; *Institutional Research; Program Evaluation; Salaries; School Publications; State Surveys; Statewide Planning; Surveys; Two Year Colleges
IDENTIFIERS- *Saint Petersburg Junior College FL

This document contains four issues from volume 9 (1999-2000) of the St. Petersburg Junior College (SPJC) Office of Institutional Research Research Brief. Number 1 (September 1999), "Comparison of Faculty Adjunct Salaries in Florida Community Colleges", contains 2 tables. Table 1 shows the top five community colleges in adjunct salaries from 1995-96 to 1998-99 by degree category. Table 2 shows the adjunct faculty salary per credit hour by degree category for all Florida community colleges. Number 2 (October 1999), "Evaluation of the 'SPJC Factbook', presents the results a survey regarding the usefulness of information contained in the 1998-99 "SPJC Factbook." Results are based on 46 respondents and contains a table listing responses to each survey item. Number 3 (November 1999), " Statewide Accountability Measures" provides updates on the status of statewide accountability measures and compares

McKenney, Cynthia B.; Cejda, Brent D.
Women Chief Academic Officers of Public Community Colleges: Significant Predictors for Their Career Paths.
PUB DATE- 00
NOTE- 28p.; Presented at Annual Conference of the Council for the Study of Community Colleges 42nd, Washington, D.C., April 7-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; *Careers; *Community Colleges; *Decision Making; Two Year Colleges; *Women Administrators

As women now comprise 39% of the chief academic officer (CAO) positions, the focus of this investigation was the career paths and mobility factors of women CAOs in public comprehensive community colleges. This survey of 142 women resulted in eight distinct, common pathways by which women attain this rank. The typical profile of a female CAO is a married Caucasian woman who is 51 years old and has held her current position for about five years. Her career path began as a faculty member, she held two administrative appointments, and her immediately prior position was as a primary academic administrator. A Chi-Square Automatic Interaction Detector (CHAID) analysis of CAOs revealed the most significant career path predictors to be entry port, number of higher education positions held, and the immediately prior position. When focusing specifically on women CAOs, the first prior position is the most significant predictor. Career paths are determined by a wide array of personal and environmental factors. Included at the end of this report are a chart of the most common three-position career paths for women CAOs, CHAID analysis tree for the career path of women CAOs, and tables of women CAO's: first prior position, number of positions held, years served, frequency distribution (%) of mobility type, ethnic representation, and current marital status. (Contains 31 references.) (VWC)

ED 443 466 JC 000 487

Summers, Michael D.
Enrollment and Registration Behaviors as Predictors of Academic Outcomes for Full-Time Students in a Rural Community College.
PUB DATE- 00
NOTE- 26p.; Presented at the Annual Conference of the Council for the Study of Community Colleges (42nd, Washington, D.C., April 7-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Community Colleges; *Enrollment Trends; Grade Point Average; Outcomes of Education; *Student Attrition; *Student Behavior; *Student Characteristics; Two Year Colleges

This study investigates the relationships among community college student characteristics, student enrollment and registration behaviors, and academic outcomes. The report examines whether there are interrelationships among the enrollment and registration behaviors studied and interrelationships among the academic outcomes studied. Also it investigates if enrollment and registration behaviors can predict student academic outcomes. The report investigates five student characteristic

Agreement by and between the County of Rensselaer and the Board of Trustees of Hudson Valley Community College as Co-Employers and the Hudson Valley Community College Non-Teaching Professional Organization, NEA/NY.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; Community Colleges; Educational Policy; Employment; *Labor Legislation; *Labor Relations; *Negotiation Impasses; *School Personnel; Two Year Colleges
IDENTIFIERS- *Hudson Valley Community College NY

This document is comprised of articles of agreement and addenda by and between the County of Rensselaer and the Board of Trustees of Hudson Valley Community College as co-employers and the College Non-Teaching Professional Organization, NEA/NY ("association"). The articles address topics such as determination of employment titles, civil service status, recognition/unit definition, association rights, appointments of bargaining unit members, professional obligation of unit members, work year-work week, retrenchment/resignation/retirement, promotions and transfers, holidays, leaves of absence, insurance, and grievance procedure. Titles assigned within the non-teaching professional employment category will be recommended by the President of the College and approved by the College's Board of Trustees and the Chancellor of the State University of New York. The College recognizes the association as the exclusive representative of employees in the bargaining unit for the purpose of collective negotiations regarding wages, hours, and other terms and conditions of employment and in the resolution of grievances and for all lawful purposes under the laws of the State of New York. The retrenchment/layoff and/or recall of bargaining members are in the sole discretion of the College and are subject to review under the grievance procedure hereof only as to questions of seniority within function areas and timeliness of notice. (JA)

ED 443 487 JC 000 529

Columbia Basin College Facts & Impacts: A Report to the Tri-Cities Community, 2000.
PUB DATE- 00
NOTE- 31p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Opportunities; *Institutional Characteristics; School Catalogs; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Columbia Basin College WA

This booklet presents the 2000 Facts and Impacts report to the Tri-Cities community served by Columbia Basin College (CBC). It provides a snapshot of the college in the late 1990s. Following a message from CBC's president and a list of the members of the Board of Trustees, legislators (District 8), legislators (District 16), president, vice presidents, and deans, the report contains: CBC's mission statement; interesting facts about CBC; a breakdown of student characteristics; charts of student family status and ethnic origin of CBC students for

Studies; State Programs; Student Evaluation; *Young Children
IDENTIFIERS- Georgia

Based on the premise that the best teachers are those who have a firm understanding of the developmental needs of children and plan learning experiences to meet these needs, this resource guide was designed to provide prekindergarten teachers with a collection of classroom ideas and activities that serve as examples of how educators can facilitate children's development and skills. The guide begins with discussions regarding how four-year-olds learn, suggestions for managing the classroom, and tips for noting children's progress. The activities are grouped by skill area: (1) language and literacy (oral language, written language, listening, reading, training materials for teachers); (2) math concepts (number, classification, sequencing/ordering, spatial, time); (3) science; (4) social studies; (5) social and personal competence; and (6) creative expression (art, music, movement, training materials for teachers). Each lesson plan follows the same format: (1) skill focused on in the activity; (2) suggested materials; (3) teacher input (key concepts, ideas, and interactions to focus and facilitate the learning process); (4) procedures; (5) independent learning center suggestions; and (6) extension ideas for additional activities. The guide concludes with a resources section containing a book list, interactive stories, songs, rhymes, and fingerplays. (KB)

ED 443 508 PS 028 351

The B.U.S.I.N.E.S.S. of Family Child Care. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Business Administration; *Child Caregivers; *Day Care; Early Childhood Education; *Family Day Care; Program Design; *Program Development; Program Implementation; Small Businesses; Videotape Recordings
IDENTIFIERS- Day Care Quality

Noting that providing child care is a business as well as a service to families, this videotape from the Indiana Child Care Collection details the basics in starting and maintaining a family child care program. The 28-minute video begins with a series of questions to help in the decision to become a child caregiver and features childcare providers discussing their reasons for entering the business. The remainder of the videotape discusses the following topics related to starting a family child care program: (1) Before You Get Started (self-employment, identifying costs and income, setting fees, taxes, insurance, recordkeeping); (2) Using Resources (state and federal programs); (3) Setting Up Shop (safety, suggestions for equipment and materials needed, sample daily schedule, planning, holiday and vacation policy, training, components of a contract with parents, office equipment, records, recruiting); (4) Include Your Own Family (preparing your own family for the child care business, making decisions about off-limits rooms, setting off an area for child care storage, family responsibilities in the child care program); (5) Networking (child care support groups, local agencies, professional organizations, parent partnerships); (6) Excellent Care (developing a program philosophy, features of quality

Early years workers can help create an environment for young children that fosters equality. This handbook seeks to help readers understand racism and its effects by focusing on: (1) general issues of fairness and equality; (2) what we understand prejudice and racism to mean; (3) how children learn to be prejudiced; (4) ways of helping children and adults talk about equality and racism; and (5) how to promote and enjoy differences between people. The handbook offers detailed advice on how early years settings and services in Great Britain can plan a strategy for promoting equality by setting up clear policies for equality and establishing a framework for implementing these policies across the whole early years service. The handbook also provides information about government guidance and laws on racial equality, including the Race Relations Act 1976 and the Children Act 1989. (EV)

ED 443 527 PS 028 673

Learning Skills of Peace through Every Day Conflicts: Practical Activities and Resources for Families, Teachers and Other Caregivers. Loose-Leaf Pages and Pack of Cards .
PUB DATE- 99
NOTE- 411p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Books; Childrens Literature; Class Activities; Classroom Techniques; *Conflict Resolution; Coping; Early Childhood Education; Instructional Materials; *Learning Activities; Parent Child Relationship; Parent Materials; *Parents as Teachers; Partnerships in Education; *Peace; *Preschool Curriculum; Teacher Student Relationship; Units of Study; *Young Children
IDENTIFIERS- Conflict Management; Ohio; *Peace Education

Noting that the conflicts arising daily for young children provide an opportunity for adults to model and teach skills for handling conflict peacefully, this guide provides tips for preventing unnecessary conflict, offers "first aid" for conflict moments, and provides resources for addressing common situations that can cause conflict. Developed cooperatively by Ohio's Commission on Dispute Resolution and Conflict Management, Head Start Association, and Department of Education Division of Early Childhood, with implementation facilitated by many Ohio public libraries, the guide is comprised of 40 thematic units of instruction for the early childhood setting, with most units accompanied by home cards providing tips for preventing conflict and suggested activities. Each unit contains information on the importance of the topic for conflict management and its link to peace, suggested books, activities, and copies of home cards. The 40 units cover: (1) anger and aggression; (2) art; (3) bad day; (4) bad language; (5) bathtime; (6) bedtime; (7) behavior; (8) big and little; (9) big brother, big sister; (10) biting; (11) conflict; (12) cultural diversity; (13) death; (14) disabilities; (15) divorce; (16) dressing; (17) family; (18) fears; (19) feelings and emotions; (20) free choice; (21) lying; (22) mealtime at school; (23) mistakes; (24) nap time at school; (25) new baby; (26) teaching the problem-solving process; (27) safety; (28) school; (29) security objects; (30) self-esteem; (31) sharing; (32) siblings; (33) sickness; (34) stealing; (35) stress; (36) tantrums; (37) time out; (38) transitions; (39) whining and

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Age Differences; Comparative Analysis; Early Childhood Education; *Early Intervention; Employment; Followup Studies; Graduation; Longitudinal Studies; *Outcomes of Education; Program Effectiveness; *Young Adults
IDENTIFIERS- *Carolina Abecedarian Project NC; *Long Term Effects

The Abecedarian Project was one of the most intensive early childhood programs ever offered to children from poor families. This study examined long-term outcomes for 105 of the original 111 participants at age 21. The project was a randomized trial of early childhood educational intervention provided in a full-time child care setting year round for 5 years beginning in infancy for children from low-income families. Treatment also included pediatric care and educational support for the first 3 years in elementary school. This study compares children who received 5 years of treatment with those in the control group that received free formula for 15 months and free disposable diapers. Findings indicated that the preschool treatment group scored higher on cognitive tests at age 21 than the control group. The young adults from the preschool treatment group earned significantly higher mathematics scores on the Woodcock-Johnson Psychoeducational Battery-Revised, were more likely to be in school at age 21, and were more likely to have attended a 4-year college. They were also more than a year older than those in the control group when their first child was born. Rates of high school graduation and employment rates at age 21 were similar for the two groups. There was no reduction in law breaking associated with having been in the Abecedarian preschool program. It was concluded that the trend to extend Head Start downward into infancy is supported strongly by the Abecedarian findings. (Contains 16 references.) (KB)

ED 443 546   PS 028 706

Schore, Allan N.
Parent-Infant Communication and the Neurobiology of Emotional Development.
PUB DATE- 00
NOTE- 43p.; Paper presented at the Head Start National Research Conference (Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Attachment Behavior; *Brain; Early Intervention; *Emotional Development; Infant Behavior; *Infants; Interpersonal Communication; Neurology; *Parent Child Relationship; Preschool Education
IDENTIFIERS- Attachment Disorders; *Brain Development; Project Head Start; *Security of Attachment

The interactive creation of an attachment bond of affective communication between the psychobiologically attuned primary caregiver and the infant is central to human emotional development. These emotional transactions directly influence the experience-dependent maturation of the infant's early developing right hemisphere, which is in a growth spurt in the first year-and-a-half of life and is dominant for the first 3 years of life. This paper examines attachment processes and emotional communications, the neurobiology and psychobiology of attachment, and the organization of an attachment regulatory system in the right brain. The paper notes that, as opposed to

DESCRIPTORS- *Computer Uses in Education; Educational Practices; Elementary Education; Emergent Literacy; Employer Supported Day Care; Employment Opportunities; Foreign Countries; Language Acquisition; *Montessori Method; Organizations (Groups); Periodicals; Preschool Education; Professional Development; Teachers
IDENTIFIERS- *Montessori Preschools; *Montessori Schools; Romania

This document consists of four issues from 1998-1999 of a newsletter for members of the North American Montessori Teachers' Association. The March 1998 issue describes the first Montessori training course in Romania. The May 1998 issue presents information on presentations from the NAMTA conference in Baltimore. The March 1999 issue presents an article on computers, language development, and literacy at the preschool level. The May 1999 issue highlights an international project regarding the effectiveness of all-day Montessori in a corporate setting. Regular features of the newsletter include news on the organization's activities, training opportunities, and information on available positions. (KB)

ED 443 566 PS 028 729

Uninsured Children in Arkansas. Special Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 7p.; "Funding provided by the Annie E. Casey Foundation under its national Kids Count project."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Child Health; *Children; Federal Programs; *Health Insurance; *Poverty; Program Descriptions; State Programs
IDENTIFIERS- *Arkansas; *Childrens Health Insurance Program; Indicators; Medicaid

This Kids Count special report examines the relationship between poverty status and the number of children in Arkansas lacking health insurance. The report also presents information on two programs providing health care to Arkansas children whose parents lack insurance coverage, Medicaid and ARKids First. The report describes how these two programs are administered and presents statistics on the number of Arkansas children served by the two programs. The report further defines the categories of Arkansas Medicaid and delineates federal poverty guidelines and program income thresholds for Arkansas health programs. The report notes that 21 percent of Arkansas children are without health insurance. The percentage of children without insurance varies by poverty level. Approximately 35 percent of Arkansas's children are served by the Medicaid program. More than 50,000 children had been enrolled in the ARKids First program by February 2000. (KB)

ED 443 567 PS 028 730

Ferguson, E. Elaine, Ed.
Connections, 1999.
PUB DATE- 99
NOTE- 14p.; For 1997-1998 issues, see ED 433 081.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrators; *Childrens Rights; *Day Care; Early Childhood Education; Foreign Countries; *Outdoor Education;

leadership: (1) acceptance of the leadership role; (2) knowledge of child development; (3) knowledge of early childhood education; and (4) a commitment to teaching by modeling. Each of these leadership components is examined in turn, focusing on the responsibility of the preschool teacher or administrator and providing suggestions for ways each component of leadership can be implemented in the early childhood classroom to teach values of compassion and responsibility. The paper notes that for some children, safety and order take priority over sowing seeds of compassion and responsibility and makes suggestions for teaching children with behavior problems. The paper concludes that although leadership demands a great deal from good teachers, administrators, and other staff, the efforts to achieve excellence in teaching are worthwhile. (KB)

ED 443 585 PS 028 748

Harper, Michelle; Vandivere, Sharon
Poverty, Welfare, and Children: A Summary of the Data. Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Freddie Mac Foundation, McLean, VA.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Groups; *Child Welfare; *Children; Family Structure; Incidence; *Poverty; Welfare Recipients; Well Being
IDENTIFIERS- Temporary Assistance for Needy Families; *Welfare Reform

While most American children are not poor, the proportion of children living in poverty has remained at or near 20 percent since the early 1980s. Childhood poverty can have short- and long-term negative consequences for children. Growing up at or near the poverty line can affect the quality of a family's housing, children's access to nutritious food and adequate health care, and parents' ability to provide toys, books, and recreational or educational opportunities for their children. Poor children are also more likely than children who are not poor to experience difficulties in school, to become teen parents, and, as adults, to earn less and be unemployed more often. The effects of being raised in a family with income substantially below the poverty line are correspondingly more damaging. Until 1997, many poor families with children received cash assistance from Aid to Families with Dependent Children (AFDC), a 60-year-old entitlement program. Welfare reform legislation enacted in August 1996 replaced AFDC with the Temporary Assistance to Needy Families (TANF) program, which, among other changes, sets time limits on families' receipt of welfare. Several studies are currently underway to assess the effects of TANF on children's well-being, but it may be some years before researchers can speak definitively to the long-term effects of welfare reform on children. (KB)

ED 443 586 PS 028 749

Bennett, Neil G.; Lu, Hsien-Hen
Child Poverty in the States: Levels and Trends from 1979 to 1998. Childhood Poverty Research Brief 2.
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.

learn environmental science; networks between Native and mainstream science and technology organizations; and excellent documentation of the process behind the model program. Recommendations for program improvement and replication are listed. (Contains 21 references, a table displaying CBEM themes, and figures depicting the model.) (TD)

ED 443 603 RC 022 129

Alaska Rural Systemic Initiative: Year Three Annual Progress Report, December 1, 1997-November 30, 1998.
SPONS. AGENCY- Alaska Federation of Natives, Anchorage.; National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 25p.; Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alaska Natives; American Indian Education; Change Strategies; Community Involvement; Culturally Relevant Education; Curriculum Development; *Educational Change; Elementary Secondary Education; Mathematics Achievement; *Mathematics Education; Partnerships in Education; *Rural Education; School Community Relationship; *Science Education; State Standards
IDENTIFIERS- Alaska; *Indigenous Knowledge Systems; Telecommunications Infrastructure

The Alaska Rural Systemic Initiative (AKRSI) was established in 1994 to develop pedagogical practices that incorporate the indigenous knowledge systems of Alaska Native peoples into formal educational programs. The statewide project is organized around five initiatives, each of which is implemented in one Native cultural region at a time on a rotational schedule over 5 years. A sixth initiative focuses on developing a statewide educational telecommunications infrastructure. This report addresses questions associated with the following six "drivers": (1) implementation of comprehensive, standards-based curricula, including assessment, in every classroom and learning experience provided through AKRSI; (2) provision of high quality mathematics and science education and preparation and support of teachers; (3) convergence of all resources that support science and mathematics education into a focused, continuously improving program; (4) generation of parent and community support for the program based on presentations, evidence, and critical discussions; (5) accumulation of evidence that the program is enhancing student achievement in science and mathematics; and (6) improvement in the achievement of all students, including those historically underserved. During the first 3 years of implementation, AKRSI schools showed a net gain relative to non-AKRSI schools in mathematics achievement scores and dropout rates. (TD)

ED 443 604 RC 022 229

Peevely, Gary L.
Does Achieving Fiscal Equity by Rural Litigant School Districts Diminish Student Achievement Gaps with Non-Litigant Districts?
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Court Litigation; Educational Change; *Educational Equity (Finance); Elementary

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Agricultural Laborers; *Community Change; Educational Attainment; Educational Needs; Employment Patterns; Ethnic Groups; *Immigrants; Limited English Speaking; Mexican American Education; *Mexican Americans; *Population Trends; Poverty; *Rural to Urban Migration; School Demography
IDENTIFIERS- *California (Fresno); Children of Immigrants

This paper examines the social and economic impacts of Mexican immigration on Fresno (California). Since the early 1980s, immigration to California has been dominated by illegal immigrants from rural Mexico seeking agricultural jobs in rural California. This rural migration impacts urban centers in agricultural regions; these impacts lag the dramatic and obvious effects on rural communities and are primarily the result of movement of second-generation immigrants to urban areas. Data for Fresno and Fresno County are presented on population growth and trends, ethnic composition, employment, unemployment, income, poverty rates, ethnic groups in the school population, limited English proficiency among students, and welfare recipients. Intensive family interviews with farmworkers who had received legalized status during 1986 immigration reforms found that few had moved into nonagricultural jobs, pursued formal education or other training, or acquired fluency in English. Their children, however, had enrolled in public schools, had learned English, and were moving to Fresno and other urban areas seeking nonfarm employment. Nevertheless, the second generation's odyssey to urban areas has been generally unsuccessful. It is suggested that the "Latinization" of rural central California has made assimilation unnecessary for Mexican immigrants, and this lack of assimilation negatively affects their children when they move to other areas. Recommendations are offered concerning immigration policy, educational needs, and development of nonagricultural employment opportunities. An appendix outlines Fresno County employment by sector, 1973-90. (SV)

ED 443 622   RC 022 514

Blakely, Edward J.
Community for a New Century: Community on the Cusp of New Millennium and the Dawn of a New Century.
PUB DATE- 99
NOTE- 10p.; Keynote address at the Community Development Society Conference (Spokane, WA, July 25-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Citizenship Responsibility; *Community Development; Community Relations; Community Services; *Democracy; Extension Education; *Futures (of Society); Global Approach; Internet; Land Grant Universities; Service Learning; *Sustainable Development
IDENTIFIERS- *Sense of Community; *Social Capital

The search for community and the development of democracy through civic participation are the binding glue of the nation. The Cooperative Extension Service was formed in recognition of that fact, and its goal was to preserve community as technical capacity increased. During the 20th century, community has been lost to cyberspace and commercialism, and society and democracy have been weakened. Community developers need to become professionals instead of practitioners and develop a new paradigm of community to deal with the new conditions of

the Bread Loaf Rural Teacher Network (BLRTN) are fostering their own and each other's development as teachers. The BLRTN consists of approximately 260 rural teachers in Alaska, Arizona, Colorado, Georgia, Kentucky, Mississippi, New Mexico, South Carolina, and Vermont. Articles focus on academic conferences, online professional development and teacher collaboration, nontraditional teacher training in small rural schools, and weekend teacher workshops. Articles are: "From Personal Conversation to Professional Conference" (Taylor McKenna); "Staff Development in Remote Schools: A Testament to Teacher Networks" (Ginny Jaramillo); "Discovering Best Practices" (Helena Fagan, Tom McKenna); "On Becoming a Teacher and Writer" (Anne Shealy); "Creating Conditions That Foster Teacher Development" (Pam Landry, David Leo-Nyquist, Bill Rich); "Sustainable Partnerships: New Ideas for Professional Development" (Scott Christian); "Redemptive Conversations as Professional Development" (Dan Furlow, Barbara Pearlman); "The Key to Professional Development: Creating Interactive Peer Relationships" (Janet Atkins); "In the Trenches with Peer Mentors" (D. R. Boardman); "National Board Certification: A Complement to Bread Loaf" (Eva Howard); "Weekend Conversations" (members of Vermont BLRTN); and "Church Rock Elementary: An Environment for Teamwork" (Anne Berlin). (SV)

ED 443 640 RC 022 547

Alaska Education Directory, School Year 1999-2000.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Colleges; Elementary Secondary Education; Enrollment; Higher Education; *Organizations (Groups); *Public Schools; *School Districts; State Programs
IDENTIFIERS- *Alaska; University of Alaska

This 1999-2000 directory provides information on Alaska's public schools, school districts, education organizations, and institutions of higher education. A statistical summary indicates that in 1998-99, Alaska enrolled 132,905 students in 503 public schools. Breakdowns by grade configuration and enrollment show that about half the schools served grades preK-12, and about half enrolled 150 or fewer students. Ninety schools served fewer than 26 students. The first sections of the directory list state school board members; provide contact information, e-mail addresses, and Web site addresses for school districts and state-operated schools; and list contact persons and telephone numbers for divisions and subdivisions of the Alaska Department of Education & Early Development and for various statewide education programs. The main directory lists school districts with their individual schools. District information includes address, phone number, fax number, district identification number, enrollment in October 1998, and name of superintendent. School information includes address, phone number, fax number, school code, grades offered, and name of principal or head teacher. Information on Alaska's four state-operated schools is also given. Final sections provide contact information for colleges and campuses of the University of Alaska, private colleges, and state education organizations. (Contains an index of people and institutions.) (SV)

ED 443 641 RC 022 550

Bailey, Jon; Preston, Kim

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Knowledge Base for Teaching; *Philosophy; Science Education; Scientific Literacy; Scientific Methodology; *Scientific Principles; Secondary Education; *Student Teachers; Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness
IDENTIFIERS- National Science Education Standards

Teachers' views of the nature of science largely determine the way that they present science to their students. This study investigated the emerging philosophies of science and teaching in eight preservice science teacher interns. The study was conducted with a standardized open-ended interview format. Most interns viewed science as an exciting, dynamic process; however, the preservice teachers did not hold well-developed conceptions of their personal philosophies of science in general. (WRM)

ED 443 661 SE 063 645

Neathery, M. Faye
Elementary and Secondary Students' Perceptions toward Science and the Correlation with Gender, Ethnicity, Ability, Grade, and Science Achievement.
PUB DATE- 97
NOTE- 11p.; In: "Electronic Journal of Science Education," v2 n1, September 1997.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Elementary Secondary Education; *Ethnicity; Females; Males; Racial Differences; *Science Achievement; Science Education; *Science Interests; *Sex Differences; *Student Attitudes

Attitudes associated with science appear to affect student participation in science as a subject. This report describes a study of elementary and secondary students that sought to determine students' attitudes toward science and to examine the correlation between attitudes and ability, gender, ethnicity, grade, and science achievement. Findings indicate no significant differences between attitudes toward science as a subject and gender, except that males rated science as a subject more exciting than females did. Ethnicity did not correlate with any of the five attitudes toward science as a subject. Grade significantly correlated with attitude toward science--younger students had more positive perceptions of science than older students. Finally, science achievement correlated with attitude toward science. (Contains 29 references.) (WRM)

ED 443 662 SE 063 649

Pyle, Eric J.; Butera, Gretchen; McMullen, Lynn
Science Inclusion in a Climate of Reform (SICOR).
PUB DATE- 99
NOTE- 11p.; Some text is cut off.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Cooperation; Elementary Secondary Education; *Inclusive Schools; Knowledge Base for Teaching; *Science Curriculum; Special Education; *Teacher Education Programs; Teaching Skills

benefit the most. If CAI is used appropriately, the gap between white and African-American students should begin to close. (Contains 27 references.) (ASK)

ED 443 689   SE 063 839

Coll, Richard K.; Treagust, David F.
Learners' Mental Models of Metallic Bonding: A Cross-Age Study.
PUB DATE- 00
NOTE- 52p.; Paper presented at the Annual Meeting of the Australasia Science Education Research Association (Freemantle, Australia, July 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Chemical Bonding; Chemistry; Foreign Countries; High Schools; Higher Education; Inquiry; *Models; Physical Sciences; Science Education; Undergraduate Study
IDENTIFIERS- Conceptual Approach; *Mental Models; Molecular Orbital Theory

Mental models of metallic bonding held by learners' from three academic levels, secondary school (year-12), undergraduate and postgraduate, were probed using semi-structured interviews including the use of Interview about Events focus card depicting metallic properties and cards containing depictions of models from curriculum material. Learners hold realist views about the bonding and structure for metallic substances and prefer the sea of electrons model. However, undergraduate and postgraduate learners commonly utilized concepts from other models, such as the molecular orbital theory, to supplement their descriptions of their mental models. In addition, they were more critical of depicted models and held views of the continuous nature of metallic lattices that were more in accord with the scientific view. Few learners were able to describe the bonding in alloys, and although learners across all three academic levels offered reasonable explanations for the conductivity of metals, they were unable to explain malleability. It is recommended that it may be prudent to postpone the teaching of highly abstract mental models until later in an undergraduate degree program, since exposure to complex and abstract models is more appropriate for learners who wish to continue their studies in chemistry. (Contains 41 references.) (Author/ASK)

ED 443 690   SE 063 841

Veal, William R.
The TTF Model To Explain PCK in Teacher Development.
PUB DATE- 99
NOTE- 47p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Chemistry; *Cognitive Development; Faculty Development; Higher Education; *Pedagogical Content Knowledge; Physics; Preservice Teachers; Science Instruction; Science Teachers; Secondary Education; Teacher Education Programs; Teaching Experience

This paper describes the development of pedagogical content obligations. The R&D obligation data are further categorized according to character of work (basic research, applied research, and development), performer, field of science or engineering (for research but not for development), and federal R&D funding by state. Obligations for research performance at universities and colleges by fields of science or engineering are also shown, as are R&D plant data. The amounts reported for each year are expressed in obligations or outlays incurred or expected to be incurred, in that year, regardless of when the funds may have been authorized, appropriated, or received by an agency, and regardless of whether the funds are identified in an agency's budget specifically for research, development, or R&D plant. Data for 1998 are actual, representing completed transactions. Data for 1999 and 2000 are estimated. The Survey of Federal Funds for Research and Development was conducted during the third quarter of fiscal year 1999. The amounts reported for 1999 reflect congressional appropriation actions as of that period as well as apportionment and reprogramming decisions as of that time. Data for 2000 represent administration budget proposals that had not been acted on. (ASK)

ED 443 711   SE 063 932

Bui, Thien-Ai Hong
Values under the Microscope: Teaching for Character in the Science Classroom.
PUB DATE- 00
NOTE- 46p.; Master of Arts in Education Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Elementary Secondary Education; *Ethical Instruction; *Ethics; *Philosophy; Religion; *Science and Society; *Science Education; Teaching Methods; *Values Education

The decline in morality in the scientific arena and enterprise suggests a need for intervention in schools. This paper provides a rationale for the teaching of values in the science classroom through an evaluation of the current science curriculum, a discussion of the purpose of a science education, and an examination of the consequences of neglecting values in science. Educators are called to go beyond traditional science instruction and into values-based instruction. Teaching for character, which is essentially an application of values, is further emphasized and strategies for classroom and non-classroom instruction are provided. The paper also delineates the obstacles and dilemmas currently facing science teachers in the quest for character education and offers guidelines and Biblical principles for overcoming them. Despite the challenges facing values-based instruction and character education in the sciences, this paper contends that it is a worthy and important educational goal. (Contains 38 references.) (Author/ASK)

ED 443 712   SE 063 933

Morgan, Mark; Burrelli, Joan; Rapoport, Alan
Modes of Financial Support in the Graduate Education of Science and Engineering Doctorate Recipients. Topical Report.
PUB DATE- 00
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

Classroom: Four Centuries of Diversity from the 1600s to the Present.
PUB DATE- 96
NOTE- 344p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; *Cultural Pluralism; History Instruction; *Multicultural Education; Secondary Education; Social Studies; *United States History

This classroom resource guide provides U.S. history teachers in grades 7-12 with 130 ready-to-use activities that build understanding and appreciation of diverse peoples and points of view regarding historical events. This guide is organized into four sections and printed in a spiral-bound format that folds flat for photocopying. The sections focus on U.S. history from the 1600's through the 1900's and include a brief teacher's guide, bibliography, and chronology of major events followed by a series of activities. Section 1 (the 1600s) contains 20 activities focusing on the Native American civilizations before European cultures arrived, the experiences of European immigrants before and after their journeys, and economic class tension. Section 2 (the 1700s) provides 30 activities about the role of women in the War of Independence, the development of the Constitution and the Bill of Rights, and the depth and influence of Native American philosophy. Section 3 (the 1800s) offers 40 activities based on a century characterized by tremendous physical growth and industrialization, important historical figures such as Lewis and Clark, Sacagawea, and Frederick Douglass, and the Civil War. Section 4 (the 1900s) features 40 activities on World War I, World War II, Vietnam, women's progress toward equality, and the impact of multiculturalism on today's society. (BT)

ED 443 736   SO 029 885

Wygant, Foster
School Art in American Culture, 1820-1970.
PUB DATE- 93
NOTE- 233p.; For the supplement volume, see SO 029 886.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; *Art Education; Art Teachers; *Childrens Art; *Cultural Context; Educational History; Elementary Secondary Education; *Public Schools; Social History; *Visual Arts

Designed primarily for art education students and professionals in the field, this book presents the history of art education in U.S. public schools. The book gives priority to information rather than to theoretical or philosophical interpretation. It considers art education as a response to sociological forces, to trends and conditions in education, and to the contemporary arts, particularly the visual arts. One hundred and fifty years of school art are organized into six chapters: (1) the 19th century; (2) 1900-1915; (3) 1916-1929; (4) 1930-1945; (5) 1946-1959; and (6) the 1960s. Each chapter briefly recalls relevant external influences: events, changes, attitudes; technological and intellectual currents; and movements in literature, music, theater, dance, visual arts, and education. The account of art education in each chapter details status, organizations, education departments. The suggestion is to work from both ends of this continuum. (BT)

ED 443 758 SO 031 836

Stucky, Melanie; Eberle, April; Cole, Stephen
State of Oklahoma v. Tracy Smith. 1999-2000 Oklahoma High School Mock Trial Program.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Court Litigation; High School Students; High Schools; *Law Related Education; *Simulation; Social Studies
IDENTIFIERS- *Mock Trials

This mock trial curriculum is intended to help high school students learn about the law and the legal system. The curriculum is divided into the following sections: Statement of the Case, Stipulations, Legal Authorities, Witness Statements/Narrative Report (Prosecution Witnesses; Defense Witnesses), and Exhibits (Statement of Miranda Rights; Front Cover of Playbill from "The Smoking Gun"; Diagram of Crime Scene; Norton High Conduct Report; Note from Detention Study Hall; Information). (BT)

ED 443 759 SO 031 844

Kampmeier, Scott
Challenges to the New Republic: Prelude to the War of 1812. Public Policy Debate in the Classroom. Choices for the 21st Century Education Project. Student Guidebook and Teacher's Resource Book.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Foreign Policy; *Government Role; *International Relations; Primary Sources; *Public Policy; Secondary Education; Social Studies; *United States History
IDENTIFIERS- United States Constitution; *War of 1812

This 4-day curriculum unit explores U.S. foreign policy between 1787 and 1812. During this time the United States faced a series of foreign policy challenges that threatened its survival as an independent, constitutional republic. Between 1793 and 1815, a nearly continuous series of wars pitting the French against the British engulfed the European continent. Other nations joined the conflict when they could not avoid it or deemed it beneficial to do so. The resulting disruption that the United States faced to its ocean-going trade and on its frontiers became the dominant foreign policy issues during the years of the Early Republic. There are four distinct policy directions, or options, at the core of the unit. The options reconstruct the debate that took place in the U.S. Congress about whether to declare war after James Madison's war message

IDENTIFIERS- Houston Independent School District TX

Project GRAD (Graduation Really Achieves Dreams) is a not-for-profit school-community collaborative designed to improve instructional quality and culture within at-risk feeder school systems in inner cities. This research-based school reform model reforms large urban school systems through incremental expansion, one K-12 feeder cluster at a time. It prescribes a strong, well-articulated K-12 curriculum that ensures that all students are insulated from academic failure, graduate from high school with direction, and pursue higher education. The targeted curricular areas are math, reading, classroom management and student discipline, parental involvement, and pursuit of college. The most prominent element/activity of the intervention is the provision of intensive professional development activities for all relevant personnel. The program also offers a college scholarship program and community support. The overall goal of the 1998-99 evaluation was to provide a summative assessment of project effectiveness/impact and formative assessment/documentation of its implementation elements and processes in the Houston Independent School District, Texas. Results indicate that the Project GRAD model had consistent, predictable, positive impacts on student discipline, academic performance, time on task, and college attendance. (Contains 63 references.) (SM)

ED 443 780 SP 039 266

Olmstead, William E.
What Happens When a Student Teacher Uses Different Techniques Designed To Improve Comprehension in a Reading Group?
PUB DATE- 00
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Creative Writing; *Discussion (Teaching Technique); Elementary School Students; Grade 3; *Group Discussion; Higher Education; Preservice Teacher Education; Primary Education; *Reading Comprehension; *Reading Instruction; School Culture; Student Teachers
IDENTIFIERS- Story Mapping

This study investigated what would happen when a student teacher incorporated different techniques for improving comprehension into a third-grade reading group consisting of 10 diverse students. The study noted how comprehension changed when students did creative writing in response to literature and how story mapping or character perspective charting changed comprehension. All participating students read at grade level or above. The project involved multiple sources of data. Students completed individual and group interviews. Individual interviews occurred throughout the project. Formal interviews occurred at the end of the project. The group met as a whole for at least 10 minutes every day. At a minimum, before going off for silent reading, there was a discussion of vocabulary and discussion of at least one comprehension strategy. There was more substantive discussion of the book two or three times per week. The student teacher kept notes of his observations during group meetings and silent reading periods. Data analysis indicated that the students' comprehension did not increase as much as expected. The researcher concludes that the classroom culture and student expectations doomed the experiment to failure, as the nonverbal messages to students was that the unique strategies were not important. (Contains 22 references.) (SM) can use with children age 4-8 years to promote their social and emotional competence. Activities are based on the empirically validated Dinosaur Social Skills, Problem-solving and Anger Management Curriculum. The book features an emphasis on managing hyperactive, inattentive, and aggressive students. It suggests ways that teachers can collaborate with parents in addressing their students' educational and emotional needs. The 11 chapters are: (1) "Working with Parents"; (2) "Building Positive Relationships with Students"; (3) "The Proactive Teacher"; (4) "Promoting Positive Behavior: Attention, Encouragement and Praise"; (5) "Using Incentives To Motivate Students"; (6) "Managing Misbehavior: Ignoring and Redirecting"; (7) "Managing Misbehavior: Natural and Logical Consequences"; (8) "Managing Misbehavior: Time Out"; (9) "Teaching Students To Problem-Solve"; (10) "Peer Problems and Friendship Skills"; and (11) "Helping Students Learn To Handle Their Emotions." (SM)

ED 443 801 SP 039 357

Cantor, Jean; Kester, Don; Miller, Anita
Amazing Results! Teacher Expectations and Student Achievement (TESA) Follow-Up Survey of TESA-Trained Teachers in 45 States and the District of Columbia.
PUB DATE- 00
NOTE- 47p.; Paper presented at the Annual Meeting of the California Educational Research Association (Santa Barbara, CA, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Behavior Change; Elementary Secondary Education; *Student Behavior; Teacher Attitudes; *Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- *Teacher Expectations and Student Achievement

This paper describes a survey of teachers trained in Teacher Expectations and Student Achievement (TESA) interactions, a behavior change program based on expectation theory. It teaches 15 interactions by clustering them into five units of three behaviors. Each unit has an interaction designed to improve student academic achievement, provide constructive feedback, and strengthen self-esteem. The study examined whether teachers: agreed that TESA interactions were useful with today's children; continued to practice the TESA coding and observation process after being trained; and would recommend TESA to colleagues. The survey was completed by 227 California teachers who had been trained in TESA within the past 2 years. It was also sent out in the Phi Delta Kappa monthly journal, with 793 completed surveys received from around the nation. Results indicated that teachers and school administrators were overwhelmingly pleased with the results of their TESA training. Most respondents considered their TESA training excellent or good and found the training highly useful for the classroom. Most respondents would recommend TESA to their colleagues. Most teachers continued to work in their collaborative teams and continued coding each other well after the training ended. (Contains 18 references.) (SM)

ED 443 802 SP 039 358

Mullen, Laurie
Preservice Teachers' Articulations of "Learning To Teach": Competing Perspectives on Teacher Education.

ED 443 820 TM 030 299

Barrett, Jeffrey E.; Clements, Douglas H.
Quantifying Length: Children's Developing Abstractions for Measures of Linear Quantity in One-Dimensional and Two-Dimensional Contexts.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; *Cognitive Development; Constructivism (Learning); *Elementary School Students; *Geometric Concepts; Intermediate Grades; *Measurement Techniques
IDENTIFIERS- *Length

The measurement and description of polygons and paths by elementary school students was studied from a constructivist point of view. A teaching experiment was devised to promote understanding of length based on the hypothesis that as children coordinate their number concept and their one-dimensional/two-dimensional spatial concepts they gain understanding of, and build more abstracted schemes for, length and perimeter. Four fourth graders were studied in the second semester of their academic year. Four themes were encountered in the study. Children quantified length by partitive operations and later by iterative operations, gradually restructuring their internal images. They coordinated their number sequence with their spatial images as they kept shifting from making visual comparisons between objects to quantifying the extent of partitioning operations. The children represented length when they curtailed their own movements through linear space, and they coordinated several linear quantities for an object by disembedding the linear aspects of the object in space. The children appeared to progress along four levels of strategy for length, and it is suggested that progress through these levels follows from increasing integration between conceptual knowledge and figural knowledge related to the measure of length. Children gained abstraction for length and perimeter concepts as they increased the correspondence between their counting scheme, their partitive scheme, and their iterative scheme. Six instructional strategies that supported the children in creating and recognizing relevant length structures and in reflecting on relations among measures of length taken along a complex figure are identified, and implications for instruction are discussed. (Contains 1 table, 8 figures, and 54 references.) (SLD)

ED 443 821 TM 030 698

Research in the Schools. Volume 6.
PUB DATE- 99
NOTE- 168p.; The individual articles are available in the "Current Index of Journals in Education."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Educational Research; Educational Technology; *Elementary Secondary Education; Factor Analysis; *Higher Education; Item Response Theory; *Professional Development; Teaching Methods
IDENTIFIERS- Rasch Model

This journal publishes articles that focus on the results of applied educational research, scholarly reviews of research, known creative individuals, it is possible to find ways to open a conversation on creativity. Since the researcher is the research instrument in qualitative research projects, the definition of the role of the researcher is critically important. In addition to all that is already known about the researcher's role, it is necessary to go a step further. The extra step is to reflect on, describe, and explain the intuitive moments and creative moments in any given qualitative research project. (Contains 23 references.) (Author/SLD)

ED 443 840   TM 031 485

Hahn, Alisabeth M.; Veitch, William R.
How Much Is Too Much? Multiple Measures in Practice.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Elementary School Students; *Evaluation Methods; Primary Education; Program Evaluation; Research Utilization; State Programs; *Testing Programs
IDENTIFIERS- *Colorado Springs Public Schools CO; *Multiple Measures Approach

This paper describes the experiences of Colorado Springs School District Eleven in using multiple measures to determine if third graders were reading at "grade level." The use of multiple measures may be threatened by the rapidly increasing pressures about assessment and accountability in Colorado that teachers are beginning to feel that their instruction time is being replaced with testing. The increase in state-mandated testing and accountability based solely on state test scores puts added pressure on school districts with established testing programs to systematically decrease district testing programs. Multiple measures thinking requires some redundancy in the service of better decision making, but at some point redundancy becomes overkill. Two areas seem important to this discussion. One is providing accurate information to consumers and the other is training consumers to interpret data effectively. The question of how much testing is too much can only be answered when each test and the information it provides are clearly understood. If a test does not meet criteria of validity, fairness, credibility, and utility, it should be reconsidered. Appendixes contain a description of the Colorado Student Assessment Program, a chart to reflect what assessment audiences want to know, and a table of time spent on large-scale testing. (SLD)

ED 443 841   TM 031 486

Cahalan, Cara
Clusters of Learning Disabled Test Takers in the United States.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers

Classroom situations) (055)
DESCRIPTORS- *Action Research; *Educational Improvement; Elementary Secondary Education; *Research Methodology; Research Utilization

Action research, explored in this book, is a seven-step process for improving teaching and learning in classrooms at all levels. Through practical examples, research tools, and easy-to-follow implementation strategies, this book guides readers through the action research process. The chapters are: (1) "What Is Action Research?"; (2) "How Is Action Research Accomplished?"; (3) "Professionalism, Teacher Efficacy, and Standards-Based Education"; (4) "Teaching: A Complex Process"; (5) "Choosing the Right Research Questions and Assessment Criteria"; (6) "Using Theory To Drive Action"; (7) "Data Collection: Using Teacher Records and Observation Data"; (8) "Data Collection: Creating Instruments To Answer Research Questions"; (9) "Data Collection: Building a Valid and Reliable Data Collection Plan"; (10) "Making Sense of the Data"; (11) "Putting the Action into Action Research"; (12) "Methodological and Ethical Issues"; (13) "Collaborative Action Research and School Culture"; (14) "Inducting Teachers into a Culture of Inquiry"; (15) "The Demands of Accountability: Integrating Action Research into District Practice"; and (16) "Epilogue: Building a High-Efficacy Culture in Schools." (Contains 33 figures and 36 references.) (SLD)

ED 443 862 TM 031 507

McLure, Gail T.; McLure, John W.
Science Course Taking, Out-of-Class Science Accomplishments, and Achievement in the High School Graduating Class of 1998. ACT Research Report Series.
PUB DATE- 00
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Entrance Examinations; *Course Selection (Students); Extracurricular Activities; *High School Students; High Schools; Racial Differences; *Sciences; Scores; Sex Differences; Test Results
IDENTIFIERS- *ACT Assessment

The relationships among students' scores on the American College Test (ACT) Science Reasoning test, their science course work in high school, and their out-of-class accomplishments in science were studied. Data were from nearly one million ACT-tested students in the high school graduating class of 1998. Analyses were done for the total group of students and for subgroups defined by gender, race/ethnicity, and family income. Male and female students reported about the same number of years of high school science taken/planned, but the range of years was greater among racial/ethnic groups. Those reporting the least amount of science were low-income students in each racial/ethnic group. Students taking all of four designated science courses earned an average ACT Science Reasoning score nearly five points higher than those taking only one science course. Among males, the difference associated with taking one course versus four courses was greater than five score points. About one third of students reported participation in one or more of the seven out-of-class science accomplishments. Male students, on average, reported a larger number of the accomplishments than did female students, and larger percentages of males participated in each accomplishment. Students of each gender, racial/ethnic, and family income

The report offers recommendations for the best development of the California assessment system. Two appendixes contain the figures and tables. (Contains 67 figures, 6 tables, and 22 references.) (SLD)

ED 443 883 TM 031 528

Samoff, Joel
When Research Becomes Consulting.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Toronto, Ontario, Canada, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; *Educational Research; Elementary Secondary Education; Foreign Countries; *Researchers
IDENTIFIERS- *Africa; *External Evaluation

This review of externally commissioned studies of African education highlights several issues of interest to the research community. A starting point for the discussion is the large number of studies of education in Africa initiated or supported by external funding and technical assistance agencies. In general, studies of African education involve only limited dialogue with researchers within the country. There is also a tension in African between the ever increasing cost of education and overstretched government revenue. Public policy, in the context of education in Africa, may be seen as intention, proclamation, or practice, and policy research takes the form of a guide to practice or a way to legitimate existing practices. Foreign aid has driven most educational research in Africa, and as they work in an aid-dependent setting, African educators and decision makers discard education as the vehicle for gaining national liberation, reducing inequality, and constructing a new society in favor of education with upgraded facilities, more textbooks, better trained teachers, and improved test scores. Research can easily become consulting to the external agencies, as the example of the research unit of the Faculty of Education at the University of Dar es Salaam shows. External agencies have influenced educational research as they have influenced educational policy in Africa. (Contains 21 endnotes and 48 references.) (SLD)

ED 443 884 TM 031 529

Schmitz, Steve; Veilbig, Cindy; Fitch, Lanny; Alawiye, Osman
Assessment! The Foundation to This Performance/Field-Based Teacher Preparation Program.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Field Studies; Graduate Students; Higher Education; Performance Based Assessment; *Portfolio Assessment; *Preservice Teachers; *Student Evaluation; Teacher Certification; *Teacher Education; Undergraduate Students
IDENTIFIERS- Central Washington University

This report describes the assessment practices of the undergraduate performance and field-based teacher preparation

Foundation, Chicago, IL.; Pew Charitable Trusts, Philadelphia, PA.; Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 00
NOTE- 206p.; "With Paul Herdman, Janet Looney, Lawrence Pierce, Carol Reed, and Abigail Winger." Foreword by Michael A. Armacost.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Educational Change; Educational Policy; Elementary Secondary Education; *Policy Formation; *Political Influences; Public Policy; *Urban Schools
IDENTIFIERS- *Reform Efforts

Written as a practical guide for mayors, civic leaders, and school board members, this book describes the politics of reform in urban school systems and clarifies options available to community leaders seeking to improve school performance. Drawing lessons from six U.S. cities that have made concerted efforts to improve their schools, the volume analyzes strengths and weaknesses among urban reform strategies, suggests how reform leaders might create programs combining reform elements, and provides specific guidance about how to design, carry out, monitor, and assess reform initiatives. The chapters are: (1) "The Realities of Urban School Reform"; (2) "Lessons from Six Cities"; (3) "Beneath the Surface: Theories of Action"; (4) "From Wishful Thinking to the Realities of Reform"; (5) "Holding a Strategy in Place"; (6) "Local Politics of Reform"; and (7) "Getting Started." An appendix contains case studies of the six cities on which the study is based. (Contains 97 endnotes.) (SLD)

ED 443 904   UD 033 678

Goyette, Kimberly; Xie, Yu
Educational Expectations of Asian-American Youth: Determinants and Ethnic Differences. Research Reports.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, NY.; National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Academic Aspiration; *Asian American Students; Culture; *Expectation; *High School Students; High Schools; Immigrants; Multivariate Analysis; Socioeconomic Status; *Student Characteristics
IDENTIFIERS- National Education Longitudinal Study 1988

This paper tests three explanations for the high educational expectations of Asian American high school students living in the United States: (1) favorable socioeconomic and background characteristics; (2) demonstrated academic ability; and (3) cultural values conducive to education. The focus is on differences in the relevance of these explanations across Asian American ethnic groups. Data from the National Education Longitudinal Study of 1988 (NELS:88), for 1988 through 1992, were used with five multivariate regression models to explain differences in educational expectations between Asian American ethnic groups and Whites, both for the base year and for changes over time. Much diversity is found in the forces that shape educational expectations and effect changes in them

(3) find other schools or programs that may be appropriate; and (4) apply to schools in other districts if so desired. Extra steps may be needed for disabled children, children who need bilingual instruction, and gifted children. Parents who have chosen a school should remain involved to ensure that their children receive the best possible education. Helpful telephone numbers are listed. (SLD)

ED 443 925 UD 033 709

Superintendent Suspensions: Elementary and Junior High School Students. A Guide for Parents and Students.
PUB DATE- 98
NOTE- 32p.; For the high school suspension guide for parents and students, see UD 033 710.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Rights; Elementary Education; *Elementary School Students; *Junior High School Students; Junior High Schools; *Parents; *Suspension
IDENTIFIERS- *New York City Board of Education

This guide has been written to help parents represent their children at New York City Board of Education hearings. The guide explains the rights of parents and children and explains the steps a parent should take in representing the child. It only applies to regular education junior high, intermediate, and elementary school suspensions. Sections of the guide explain: (1) reasons a student can be suspended; (2) the right to a suspension hearing; (3) what happens to the child before the hearing; (4) the prehearing conference; (5) whether to have a hearing or to stipulate to the charges; (6) the suspension hearing; (7) academic records and the posthearing phase; (8) a timeline for the hearing officer to issue a decision; (9) what the hearing officer can decide; (10) records of suspension; (11) petitioning for readmission; and (12) appeals. (SLD)

ED 443 926 UD 033 710

Parent and Student Guide to High School Superintendent Suspension Hearings.
PUB DATE- 98
NOTE- 32p.; For the elementary and junior high school suspension guide for parents and students, see UD 033 709.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
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DESCRIPTORS- *Computer Assisted Instruction; Conventional Instruction; Educational Trends; Higher Education; *Instructional Effectiveness; Intermode Differences; Lifelong Learning; Literature Reviews; Training; *World Wide Web
IDENTIFIERS- Efficacy; *Online Courses

This paper consists of reviews of current trends in World Wide Web-based instruction and a representative sample of Web-based instruction efficacy research. The review of the current state of Web-based instruction yields two principle themes: (1) the prevalence of Web-based instruction is growing exponentially, particularly in lifelong learning and corporate training; and (2) the line between academia and private industry is blurring at an unprecedented rate that is strongly associated with the growth of Web-based instruction and training. A review of Web-based instruction efficacy indicates that, despite the prevalence of Web-based instruction, there are few efficacy studies in which Web-based and face-to-face instruction are compared. The paper describes views of educational researchers who object to the utility of such studies on methodological and theoretical grounds. Rationale for the need for such studies is also presented. Four representative efficacy studies are summarized, and their results, taken together, yield three principal conclusions: (1) Web-based instruction can be as effective as face-to-face instruction based on students' grades and exam scores; (2) learning variables play an important role in terms of the nature of students who select and who succeed in Web-based classes; and (3) factors that lead to improved performance in face-to-face classes, such as structured collaboration and active learning, also increase performance and positive attitude in Web-based courses. Contains 17 references. (Author/MES)

ED 443 426 IR 020 349

Hall, Richard H.; Balestra, Joel; Davis, Miles
A Navigational Analysis of Linear and Non-Linear Hypermedia Interfaces.
SPONS. AGENCY- American Psychological Association, Washington, DC.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000). Tables and figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Interfaces; Higher Education; *Hypermedia; *Instructional Design; *Instructional Effectiveness; Maps; Models; *Navigation (Information Systems); Outlining (Discourse); Psychology; Tables (Data)

The purpose of this experiment was to assess the effectiveness of a comprehensive model for the analysis of hypermap navigation patterns through a comparison of navigation patterns associated with a traditional linear interface versus a non-linear "hypermap" interface. Twenty-six general psychology university students studied material on bipolar disorder, in which the home page was displayed in either an outline or hypermap format. The pages students went to, the time spent on each page, and the order of their traversal were all recorded. Cardinal (number of hits), temporal (time on page), and structural (pathfinder network) navigation measures were examined. The two groups did not differ on the cardinal navigation measure, but the temporal and structural measures

SPJC's performance on each measure with statewide performance. The following outcomes are discussed: (1) enrollment/retention/success; (2) degree transfer performance; (3) state licensure passing rates/vocational program placement; (4) college preparatory success; and (5) CLAST performance. Number 4 (January 2000), "Employer Survey for 1997-98 Working Graduates," presents survey results for employers of SPJC graduates. The results, based on 137 respondents, suggest that employers are moderately satisfied with graduates. (Issues contain numerous tables and figures.) (RDG)

ED 443 447 JC 000 468

Johnson, Alex B.; McFadden, Gloria
The Value of Multi-Dimensional Retention Programs for First-Time Students at Community Colleges.
PUB DATE- 00
NOTE- 28p.; Paper presented at the International Conference on Teaching and Leadership Excellence of the National Institute for Staff and Organizational Development (22nd, Austin, Texas, May 28-31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *Community Colleges; *Guidance Programs; Program Design; *School Orientation; *Student Needs; Student Personnel Services; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Cuyahoga Community College OH

The Metropolitan Campus of Cuyahoga Community College (CCC) in Ohio conducted a survey of 239 institutions belonging to the University of South Carolina's National Resource Center for the Freshman Year Experience (FYE) to identify elements of a model program that could be established at other institutions. The summary revealed five key ingredients for the success of programs for first-time students: a recognized need for such programs, a staffed first-year experience office, a mandatory seminar for first-year students, involvement of former participants, and availability of ongoing intervention. The Metropolitan Campus has experienced the benefits cited throughout this article as a result of combining activities for first-time students with a comprehensive marketing plan and an enrollment development program. These programs not only offer greater hope for students seeking to accomplish their educational goals, but benefit the institution by helping to establish a firmer financial base, promoting partnerships between academic and student affairs, and showing students that the college cares for them. The CCC FYE multi-dimensional retention program outline includes its objectives; implementation timeline for early and late summer 1999 and fall 1999 and spring 2000; organizational chart of the Campus Provost/Vice President, Dean of Student Affairs, Academic Deans, and FYE Campus Coordinator; and recommendations. (VWC)

ED 443 448 JC 000 469

Mendocino College 2000 Summary Report.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

variables: age, gender, ethnicity, academic intent, and financial aid eligibility. Five enrollment and registration (predictor) variables were also studied: when students enrolled, number of changes made to their course schedule, how many schedule changes were drops and how many were adds, and when changes were made. It explores three outcomes: fall semester grade point average, fall semester course completion, and attrition (whether the students enrolled for the spring semester). Significant relationships were found between several student characteristics and enrollment and registration behaviors. Significant interrelationships among the enrollment and registration behaviors and academic outcomes were found. A combination of four enrollment and registration behaviors could predict 37.6% of the variation in fall semester GPA and 48.6% of the variation in course completion. A combination of three enrollment and registration behaviors was included in a model that could best predict the odds of attrition. A combination of three enrollment and registration behaviors could predict 13.7% of the variation in GPA beyond the 10.3% predicted by student characteristics. A combination of four enrollment and registration behaviors could predict 43.9% of the variation in course completion beyond the 10.3% predicted by student characteristics. (VWC)

ED 443 467 JC 000 490

Follow-Up on Student Transfer and Degree Completion at Indiana's Public Colleges and Universities.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Credits; *Degrees (Academic); Higher Education; *Public Colleges; *State Universities; Transfer Policy; *Transfer Programs; *Transfer Rates (College); Two Year College Students
IDENTIFIERS- *Indiana

This document addresses questions raised by recent reports on student transfer and degree completion rates at Indiana's public colleges and universities. It focuses on issues of intercampus transfer among Indiana public colleges and universities and includes some extended sections from the degree completion analysis. It provides policy implications for the seven key findings from the reports. While 48% of the non-transferring baccalaureate-seeking students completed a baccalaureate degree within 6 years, only 27% of those who changed campuses completed within 6 years. In the transfer process, students appear to at least lose momentum toward the completion of their degree, and most likely credits. However, another important finding is that students who complete an associate degree and then move into baccalaureate programs demonstrated a higher baccalaureate degree completion rate than those who began initially in baccalaureate programs. Compared nationally, fewer Indiana students from two-year campuses went on to complete a baccalaureate degree within 6 years of their initial enrollment. African American students demonstrated a baccalaureate degree completion rate that is substantially lower than the completion rates by students of other race/ethnicity groups. It is recommended that the commission encourage the development of 2 2 activity with attention to student's ability to move "without penalty" from the two-year campuses to the four-year campuses. (JA) fall quarter 1999; reasons students attend CBC, which include to begin their academic education where it is affordable and close to home, for training and retraining needs, for basic skills education, so that Running Start students can get a head start on their post-secondary education, and for preparing for transfer into a four-year college or university; 1998-1999 student impact, which graphs degrees and certificates awarded; access to classes, distance learning, seniors classes, CBC library, and CBC student services; CBC academic divisions and professional/technical programs; Workforce Training Center; contracted training; partnerships with other organizations; cultural enrichment; physical and emotional well being of students and the community; counseling and emotional assistance; fitness center; athletics; economic impact of CBC on the Tri-Cities community; and the CBC Foundation. (VWC)

ED 443 488 JC 000 530

Ballentine, Angela Rene
A Sociological Multiple Life History Study of Three Female Former Community College Presidents in a Southeastern System.
PUB DATE- 00
NOTE- 255p.; Ed.D. Dissertation, North Carolina State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Biographies; *Career Development; *College Presidents; *Community Colleges; Females; *Leadership; Sex Stereotypes; Two Year Colleges; *Women Administrators

The purpose of this qualitative study was to examine the career development experiences of three female former presidents who were the first to have served in a southeastern community college system. In order to present more personal and historical information about these women, the author selected sociological multiple life history as the methodology for the study. Through in-depth interviews, the three former presidents shared their career development experiences and identified the factors and circumstances which influenced their pursuit of the presidency. Major findings were that a combination of family support, educational nurturing, the development of self-confidence and self-esteem, and the resilience to succeed despite impediments they encountered as adults were important influences in their career success. Especially important were mentoring and role modeling relationships because they helped the former presidents develop self-esteem and self-confidence. Barriers, such as gender stereotyping and the selection of sameness, were also found to inhibit women's access to senior leadership positions. Appendices include the interview protocol. Contains over 400 references. (JA)

ED 443 489 JC 000 531

Prindle, Lucelle; Kennedy, Gary; Rudolph, Allen
The Nuts and Bolts of a Learner Centered Curriculum.
PUB DATE- 00
NOTE- 52p.; Paper presented at the Learning Paradigm Conference (San Diego, CA, March 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Curriculum; *Curriculum Development; Foreign Countries; *Learning; *Outcomes of

programs); (7) Stress and Dealing with It (stress management); and (8) Success (how to gauge success through seeing children's growth, experiencing parents' gratitude, and obtaining personal rewards). The video features sequences taped in several day care homes. (KB)

ED 443 509 PS 028 477

Leaders in the Making: New Pathways to Quality. Taking the Lead. Videotape .
PUB DATE- 00
NOTE- 0p.; Sponsored by The Early Childhood Funders Collaborative.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Qualifications; *Administrators; *Day Care; *Early Childhood Education; *Educational Quality; *Leaders; *Leadership Training; Mentors; Partnerships in Education; Professional Development; Program Descriptions; Program Evaluation; Videotape Recordings
IDENTIFIERS- Day Care Quality

"Taking the Lead" is an initiative of The Center for Career Development in Early Care and Education at Wheelock College, working in partnership with other national organizations and government policymakers. The initiative is intended to build the capacity of the early care and education field to improve program quality by: (1) improving access to leadership development opportunities, building infrastructure, and expanding skills of new and existing leaders; and (2) advancing the development of a director credential for administrators/directors of early care and education programs. This 26-minute videotape presents interviews with emerging leaders, mentors, and collaborators at 4 of the 10 "Taking the Lead" sites nationwide to illustrate important lessons and guidelines culled from 2 years of intense leadership development activity. Each of the four programs used a novel approach to leadership training embedded in community values: using mentors in church-based child care programs in Virginia and Chicago, developing a professional association in Massachusetts, initiating a director credential in Oklahoma, and developing leadership training using traditional Eskimo values. Five essential elements of leadership common to the four programs are identified as predictive of program success: (1) community partnerships; (2) cultural/community context; (3) relevant/innovative content; (4) mentoring; and (5) opportunities to exercise leadership. An accompanying facilitator's guide describes the videotape, provides a list of pre- and post-viewing discussion questions, and suggests ways that facilitators might focus on the five essential elements of leadership development. The guide also lists quotations from the videotape to be used as the basis for writing assignments or as topics for discussion groups. (KB)

ED 443 510 PS 028 478

The Case for Director Credentialing. Taking the Lead. Videotape .
PUB DATE- 00
NOTE- 0p.; Sponsored by The Early Childhood Funders Collaborative.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Qualifications; *Administrators;

nagging; and (40) work. Also included in the guide are additional resources, such as a list of books for each unit, information on child development and child needs from birth to five years, and suggested readings for teachers and parents. (KB)

ED 443 528   PS 028 678

Stepp, Laura Sessions
Our Last Best Shot: Guiding Our Children through Early Adolescence.
PUB DATE- 00
NOTE- 359p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Attitudes; Adolescent Behavior; *Adolescent Development; At Risk Persons; *Child Rearing; Childhood Needs; *Early Adolescents; Employment; Ethics; Family Problems; *Friendship; Middle School Students; Middle Schools; *Parent Child Relationship; Peer Relationship; Personal Autonomy; Student Motivation
IDENTIFIERS- Adult Child Relationship; *Identity Formation

Noting that amid the enormous change inherent in early adolescence, many parents fail to distinguish between behaviors signaling healthy growth and those indicating troubled development, this book uses the stories of 12 representative adolescents from various locations in the United States and existing research literature to provide guidance on rearing well-adjusted children. The book identifies signs of promise and of danger, and offers advice on when and how to intervene to encourage growth or prevent trouble. The book is presented in four parts. Part 1, "Knowing Who They Are," focuses on identity development during early adolescence, how parents can facilitate their child's drive toward competence, the impact of family disintegration on adolescent development, and normalcy. Part 2, "The Company They Keep," demonstrates the critical role of friends for healthy development. Part 3, "Learning in and out of School," highlights the importance of meeting adolescents' emotional needs related to learning, examines how students wrestle with ethical concepts in middle school, and investigates the learning when a child assumes a hobby or a job. Part 4, "The Right Connections," focuses on the role of significant non-family adults in adolescents' lives. Each part begins with a list of concrete suggestions for parents. The book concludes with a discussion of what was learned during the interviews with adolescents, including the importance of parents maintaining communication while relinquishing control, treating adolescents with respect, giving them responsibility, and sharing them with other adults. Each chapter contains references. (A bibliography of approximately 85 print references and approximately 50 Web sites is appended.) (KB)

ED 443 529   PS 028 682

Teens and Their Parents in the 21st Century: An Examination of Trends in Teen Behavior and the Role of Parental Involvement.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 00
NOTE- 30p.; Report released at the White House Conference on

a secure attachment, early misattuned interactional environments generate an insecure attachment and a right brain regulatory system that is limited in its capacity to cope with stress. This neurodevelopment outcome represents a high risk for later-forming emotional disorders. It is suggested that Early Head Start interventions that focus on social-emotional development would thus have enduring effects on the adaptive coping capacities of the individual throughout the lifespan. (Contains 96 references.) (Author/KB)

ED 443 547 PS 028 707

Benson, Carole, Ed.
America's Children: Key National Indicators of Well-Being, 2000.
SPONS. AGENCY- National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
PUB DATE- 00
NOTE- 130p.; For 1999 edition, see ED 427 897.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Children; Early Childhood Education; Elementary Secondary Education; Employed Parents; Family Literacy; Health Insurance; Housing Needs; Infant Mortality; Limited English Speaking; Mortality Rate; National Surveys; Out of School Youth; Poverty; Prenatal Care; Preschool Education; *Social Indicators; *Socioeconomic Status; Substance Abuse; Tables (Data); Victims of Crime; Violence; *Well Being
IDENTIFIERS- *Indicators; *United States; Vaccination

This report is the fourth to present nationwide data on the well-being of America's children. The statistical portrait is based on indicators of child well-being such as family income and mortality rates. Part 1 of the report, "Population and Family Characteristics," presents information illustrating the changes that have occurred during the last few decades in six key demographic measures, including children as a proportion of the population, racial and ethnic composition, difficulty speaking English, and child care utilization. Part 2, "Indicators of Children's Well-Being," presents data on 25 key indicators in the following areas: (1) Economic Security, including family income, secure parental employment, housing, food security, and access to health care; (2) Health, including activity limitation, immunization rates, and infant, child, and adolescent mortality rates; (3) Behavior and Social Environment, including cigarette smoking, alcohol and illicit drug use, and youth victims and perpetrators of serious violent crimes; (4) Education, including family reading to young children and youth neither enrolled in school nor working; and (5) Special Features, beginning kindergartners' knowledge and skills and youth participation in volunteer activities. For each background measure or indicator, three types of information are presented: reasons the measure or indicator is important to understanding children's well-being, figures showing important facts about trends or population groups, and highlights with information on current status, recent trends, and important population group differences. Additional indicators needed are also noted. Two appendices contain detailed data tables and data source descriptions. Among the key findings, the report notes that although the child poverty rate remains similar to that in 1980, the percentage of children experiencing housing problems or food insecurity increased. Child death rates continue to drop. The percentage

Play; *Safety; *Work Environment
IDENTIFIERS- Canada; Day Care Quality

This document consists of the three 1999 issues of a newsletter published to disseminate information and resources to child care providers and administrators in Canada. The Winter 1999 issue deals with safety for the adults working in child care centers, and discusses risk factors associated with noise, child sized seating, and changing tables. This issue also presents a working conditions checklist to assess early childhood classrooms. The May 1999 issue discusses outdoor play, nature activities, and designing outdoor play and education areas. The October 1999 issue focuses on children's rights, describing the rights of children under the United Nations Convention on the Rights of the Child, how early childhood educators can ensure that children's rights are upheld, "The World around Us" curriculum used in some Canadian schools, family education on children's rights, and a university course on children's rights. Each issue of the newsletter includes resources for child care administrators related to the issue's focus, including training opportunities and materials available through the Child Care Connections library. (KB)

ED 443 568 PS 028 731

Dreyer, Linda
Placement of Multiple Birth Children in School: A Guide for Educators. Revised Edition .
PUB DATE- 00
NOTE- 39p.; For first edition, see of ED 427 835. Revised edition coordinated by Corliss Hubert and edited by Mary Adcock.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Sibling Relationship; Student Needs; *Student Placement; Teacher Student Relationship; *Twins
IDENTIFIERS- Identity (Psychological); Multiple Birth Family

Parents of multiple birth children frequently encounter school policies requiring separation of their children in school, regardless of the circumstances, thereby eliminating parents and their children from the decision-making process. This guide from the National Organization of Mothers of Twins Clubs (NOMTC) asserts that research and expert options demonstrate that mandatory separation of multiple birth children is ineffective and can be detrimental to their educational and emotional growth. For this reason, NOMTC recommends that placement be evaluated on an individual basis and offers guidelines in the following areas: (1) "Basic Information on Multiple Births"; (2) "Types of Multiples" (identification of twin type, social relationships, intellectual development); (3) "Mandatory Separation Policy: Differing Opinions" (educators, twins, higher order multiples, parents); (4) "Expert Views on Separation"; (5) "The Case for Gradual Separation"; (6) "Reasons To Separate"; (7) "Reasons to Not Separate Multiples"; (8) "Individuality"; (9) "Retention and/or School Readiness of One Multiple"; (10) "Alternatives to Public School"; (11) "Tips for Teachers of Multiples"; and (12) "To Separate or Not To Separate: Who Should Decide?" The guide contains 53 suggested readings and references. A description of NOMTC basic principles is appended. (KB)

PUB DATE- 00
NOTE- 7p.; For related document, see ED 421 242.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Children; Economic Factors; *Economically Disadvantaged; *Poverty; Tables (Data); Trend Analysis
IDENTIFIERS- Welfare Reform

This research brief uses the official measure of poverty and the most recent data available from the U.S. Census Bureau to document poverty rates for children under age 18 in the 50 states and the District of Columbia. The brief examines long-term trends in child poverty between 1979 and 1998 in each state. Further, the brief examines components of those trends, specifically during two distinct periods (1979-1993 and 1993-1998) that are defined by the national business cycle and by the overhaul of state and federal welfare laws. Findings indicate that the child poverty rate recovered from its 1993 peak of 22.5 percent to fall to 18.7 percent in 1998, still significantly higher than the 1979 level of 16.2 percent. There was wide variation among states in current child poverty rates and trends over the past 20 years. In 1998, six states plus the District of Columbia had child poverty rates that were significantly higher than the national average. Several states had increases in child poverty between 1979 and 1998 that exceeded the national average. Sixteen states reduced their child poverty levels over the same time period. States with high child poverty levels are no longer concentrated primarily in the South. Between 1979 and 1993, child poverty increased in all states except one. Child poverty rates declined in most states from 1993 through 1998. National welfare caseloads decreased by 47 percent from 1993 to 1998. In some states, child poverty rates improved substantially at the same time welfare rolls were reduced. Several other states cut welfare caseloads by more than half without any improvement in child poverty rates. (KB)

ED 443 587 PS 028 750

Kelly, Nia, Comp.
Family Child Care Licensing Study, 2000.
PUB DATE- 00
NOTE- 262p.; For the 1999 study, see ED 433 917.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Certification; Child Advocacy; Child Caregivers; Child Welfare; Childhood Needs; Children; *Compliance (Legal); Early Childhood Education; Educational Legislation; *Family Day Care; Legal Responsibility; National Surveys; *State Legislation; *State Regulation
IDENTIFIERS- *Day Care Licensing; *Day Care Regulations; Home Based Programs; Licensed Programs; Regulatory Programs

This report presents the findings of the 2000 national survey of state child care regulatory agencies to update and expand family child care regulatory information published in the 1999 study. Data on small family child care homes and group or large family child care homes are organized in 23 categories: (1) number of regulated homes; (2) definitions and regulatory requirements; (3) unannounced inspection procedure; (4) tracking of license denials and revocations; (5) complaint

Secondary Education; *Financial Support; *Rural Schools; School Districts; *State Legislation
IDENTIFIERS- *Tennessee

On March 22, 1993, the Tennessee Supreme Court found the method used by the state to fund local school districts to be unconstitutional. This finding culminated litigation filed by 77 mostly small, rural school districts known as the Tennessee Small School Systems (TSSS), claiming that the state's system of funding education was inequitable and violated the equal protection clause of the state constitution. The TSSS maintained that the inequity in funding was a determining factor in an apparent gap in achievement levels between the plaintiffs and those districts perceived to have adequate revenues. In 1992, the Tennessee legislature enacted legislation mandating a more equalized funding formula with a 5-year phase-in for full funding, and a new assessment system, the Tennessee Value Added Assessment System (TVAAS). A study compared TVAAS scores for grades 2-8 by year and grade level for the rural litigant and non-litigant districts during the 5-year phase-in period in the areas of mathematics, reading, language, science, and social studies. Findings indicate that the gap in standardized test scores between the two groups showed no real change as funding was equalized. (TD)

ED 443 605 RC 022 241

Deacon, Bernard; Thompson, Lynne
Back to the Land? Service and Self-Interest in Adult Education in Rural England, 1920-1945.
PUB DATE- 99
NOTE- 8p.; Paper presented at the annual Standing Conference on University Teaching and Research in the Education of Adults (Warwick, England, July 5-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Agricultural Education; Educational History; Foreign Countries; *Rural Education; Rural Extension; Urban to Rural Migration; Womens Education
IDENTIFIERS- *England

Between the World Wars, a strong current of thought saw "the rural" as a reservoir of the spiritual capital of the nation, a view that stimulated back-to-the-land movements across western Europe. But the inter-war period also saw growing encounters of the urban and rural worlds, one of the interfaces being rural adult education. This paper presents two case studies of rural adult education in England during this period and argues that, despite apparent differences, both cases represent an ethos of "service and self-interest." They were both top-down interventions that allowed professional and administrative elites to move to and work in rural areas. Both projects also imagined the rural within a particular framework of class and gender relations. In Cornwall, the Workers Educational Association, in partnership with a university, extended liberal adult education to rural areas as a means of opening the gates to individual liberation. The ideological framework was one of service, but an outcome of self-interest is apparent as educators established their position as interpreters of academic culture to rural communities. In Devon, county-sponsored agricultural education for adults included "manual process" classes (in such areas as plowing and milking) that aimed to keep a low-paid but valued sector of the British race on the land, and "women's institutes" in horticulture and food community. Such a paradigm would focus on establishing social communities of face-to-face contact by replacing the current "surrogates" for social relationships with group interactive systems. Such systems would foster social capital; reengage service as a central community development principle through a national service corps whose curriculum would be developed by land grant and community colleges; encourage and develop the arts as a central focus for the restoration of communalism, values sharing, and caring; help to expose the global impacts of actions; and support sustainable development that enables the entire world to gain access to the benefits of new technology and ensures that one segment of the world is not robbed to enhance another. (TD)

ED 443 623 RC 022 519

Starnes, Bobby Ann; Carone, Angela
From Thinking to Doing: Constructing a Framework To Teach Mandates through Experience-Based Education.
PUB DATE- 99
NOTE- 207p.; Written with Cynthia Paris. Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; Change Strategies; *Classroom Environment; Educational Practices; *Educational Principles; Elementary Secondary Education; Experiential Learning; Participative Decision Making; Professional Development; School Community Relationship; Service Learning; *Teacher Student Relationship; Teaching Guides; Teaching Methods
IDENTIFIERS- *Foxfire; *Learner Centered Instruction; Place Based Education; Sense of Community

For over 30 years, Foxfire has been developing an approach to learning that is learner-centered and community-focused. Foxfire's initial success resulted from a successful student-produced magazine in a rural Georgia high school. Attempts to duplicate this success often overlooked the key ingredients, student choice and academic integrity, that made it work. Foxfire's investigation into the process that gave rise to its success led to the identification of 11 "core practices" that enabled the replication of the Foxfire experience. The realization that teachers would have to rethink their existing ideas to implement the core practices led Foxfire to shift its organizational emphasis from working directly with students to working with teachers. Section 1 of this book devotes a chapter to each core practice, providing an in-depth discussion of how each is interpreted by Foxfire, the research and theory that support it, how teachers can get started, and how they can develop their implementation of each practice. Section 2 presents eight examples of how teachers successfully implemented the core practices in their classrooms. The stories demonstrate four points: that teachers made a conscious decision to change, that they took the risk to begin implementing changes, that the teachers' use of the core practices was based on their personal interpretations of them, and that they refined their practices as they continued at their own pace. (Contains references and photographs.) (TD)

ED 443 624 RC 022 527

Big Trouble for Small Schools II: An Analysis of the Effects of LB 806.
SPONS. AGENCY- Rural Challenge Policy Program, Randolph, VT.
PUB DATE- 00
NOTE- 14p.; For previous report, see RC 022 405. Produced by the Nebraska Alliance for Rural Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Equity (Finance); Elementary Secondary Education; Rural Schools; School District Size; *School Districts; *Small Schools; *State Aid; State Legislation
IDENTIFIERS- *Nebraska; *Small School Districts

This report examines state aid to each school system in Nebraska, comparing funding in school year 1997-98 to proposed state aid in 2000-01. State aid received in 1997-98 was the last before passage of LB-806, which set the current school funding formula. This legislation has produced clear winners and losers, with the number of losers now numbering 111 school systems. Certain districts have been consistent losers; 38 districts have lost 10 percent or more in state aid in each year of the 3-year period. These districts have much in common. They are small, with a median K-12 enrollment of 212 students, and mostly rural. They are well-performing, with a median high school completion rate of 95 percent, compared to the statewide average of 85 percent. They are also efficient, with an average annual expenditure-per-graduate of $7,226. Many of these districts are on the verge of unification, consolidation, or dissolution, outcomes made more likely by Nebraska's limit on property taxes. It is clear that rural districts are being hurt by the school finance formula. The public policy bias appears to work against those small school systems located near other similar systems in areas of relatively denser population, and creates a powerful economic incentive for consolidation. Recommendations are offered for maintaining well-performing, efficient, community-based schools in Nebraska. The 111 "losing" school districts are listed with their enrollments and losses in state aid. (SV)

ED 443 642 RC 022 553

Obermiller, Phillip J., Ed.
Down Home, Downtown: Urban Appalachians Today.
SPONS. AGENCY- Urban Appalachian Council, Cincinnati, OH.
PUB DATE- 96
NOTE- 208p.; Out of print. Papers presented at the Conference of the Urban Appalachian Council Research Committee (Cincinnati, OH, September 1995).
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adult Education; Community Development; *Cultural Differences; Elementary Secondary Education; Identification (Psychology); *Migrants; Postsecondary Education; *Rural to Urban Migration; Social Bias; Subcultures; Urban Areas
IDENTIFIERS- Appalachian Culture; Appalachian Literature; *Appalachian People; Appalachian Studies

This book contains selected presentations from a conference on urban Appalachians held in Cincinnati, Ohio, in September 1995. The papers present diverse perspectives on the migration from rural Appalachia to industrial centers, questions of Appalachian culture and identity, community development in

Close collaboration between professional educators in the interests of students must be supported and maintained if an equitable environment is to be created in schools. This paper describes a novel approach to the preparation of science and special education teachers in constructing curricula for science classrooms that include students with disabilities. Clear communication, purposeful intention towards student learning, and focused advanced planning will serve not just the students with identified needs but all students. (Contains 11 references.) (WRM)

ED 443 663 SE 063 651

Arburn, Theresa M.; Bethel, Lowell M.
Teaching Strategies Designed To Assist Community College Science Students' Critical Thinking.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anatomy; *Community Colleges; *Critical Thinking; Higher Education; Learning Processes; Learning Strategies; Physiology; *Questioning Techniques; Science Instruction; *Student Needs; *Teaching Methods; Thinking Skills; *Two Year College Students; Two Year Colleges

Instructors at two-year community colleges are faced with the challenge of helping students learn content knowledge and skills in an abbreviated period of time. In particular, developing students' critical thinking skills is an essential task. This paper reports on a study in which students in a Human Anatomy and Physiology class at a community college were taught to apply a technique that required them to generate questions in order to develop more complex modes of thinking. Results indicate no significant improvement in the treatment group. (Contains 39 references.) (WRM)

ED 443 664 SE 063 654

Bardwell, Genevieve; Rye, James; Lewis, John; McSwain, Cathy Morton; Hyde, G. Jill; Simoyi, Priscah
Partnerships To Promote Professional Development and Inquiry Learning in the Health Sciences.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Bound Students; Educational Cooperation; *Health Services; High Schools; Higher Education; *Partnerships in Education; Rural Areas; *School Community Relationship; *Science Activities; Science Instruction; Student Needs; *Student Research

The Health Sciences and Technology Academy (HSTA) is a partnership between teachers, faculty at West Virginia University, high school students, and local communities that aims to increase the college enrollment rate of underrepresented students and the number of health care providers in the medically underserved rural communities of West Virginia. HSTA provides academic enrichment (science, math, and technology) and leadership development for these high school students through on-campus summer institutes and extracurricular after school science clubs. This paper knowledge (PCK) in secondary chemistry and physics preservice teachers. Teacher beliefs are intricately tied to how they make decisions for implementing instructional strategies, and those beliefs aid in the development of pedagogical content knowledge. A model for pedagogical content knowledge development was constructed to include teacher beliefs as an important aspect of the "learning to teach" locution. Four female prospective teachers participated in the study. The data collection procedure included structured and semi-structured interviews, and the microgenetic method was used for observation of the development of pedagogical content knowledge. (Contains 93 references.) (YDS)

ED 443 691 SE 063 842

Thorson, Annette, Ed.
Mathematics & Science in the Real World.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 93p.; Theme issue. Colored photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Change; *Educational Resources; Elementary Secondary Education; Mathematical Applications; Mathematics Education; *Relevance (Education); Science Education

This issue of ENC Focus is organized around the theme of mathematics and science in the real world. It intends to provide teachers with practical resources and suggestions for science and mathematics education. Featured articles include: (1) "Real-World Learning: A Necessity for the Success of Current Reform Efforts" (Robert E. Yager); (2) "Exploring Science through the GLOBE Program" (Kay Berglund); (3) "Cockatiels to Kittens: Animal Behavior in the Real World" (Leah M. Melber); (4) "Mathematics Projects That Foster a Critical Look at Our World" (Fanny Sosenke); (5) "Water on the Web" (Bruce H. Munson, George E. Host, Cynthia A. Hagley and Richard P. Axler); (6) "Architecture: An Across-the-Curriculum Project Connects to the Community" (Liesa Schroeder); (7) "Aquaponics Encourages Fourth Graders To Eat Their Vegetables" (Crystal McGee); (8) "Using Technology and Real-World Connections To Teach Secondary Mathematics Concepts" (Hollylynne Stohl Drier, Kara M. Dawson, and Joe Garofalo); (9) "Design Challenges Propel Earthly Problems into Orbit" (Anne Ireland); (10) "Math from the Toy Store" (Robin Cohen); and (11) "Hunting for Asteroids, Comets, and Novae" (Dennis Erickson). (ASK)

ED 443 692 SE 063 844

Fleming, Cris; Swarth, Christopher
Ecology of an Estuary: Chesapeake Bay. A Guide for Middle School Teachers.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Silver Spring, MD.
PUB DATE- 99
NOTE- 98p.; This guide was written for the Maryland Department of Natural Resources through a contract with the Friends of Jug Bay, Inc., Funding was provided by NOAA's Sanctuaries and Reserve Division.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

DESCRIPTORS- *Doctoral Degrees; *Engineering Education; Financial
Needs; *Financial Support; *Graduate Study; Higher Education;
*Paying for College; Science Education; Student Financial Aid
IDENTIFIERS- National Science Foundation; Survey of Earned
Doctorates

This report examines the matrix of support patterns of science and engineering doctorates in 1995, showing the distribution of various modes of support to individuals. The data provided in this report are intended to be a source of contextual and background information for those interested in examining the various types of graduate support modes and assessing the impacts of support modes on graduate education outcomes. The data in this study show the complexity of support mechanisms and thus the limitations of analyses of the effects of only a single mode of support. The document includes an executive summary, an introduction with background explanations, analysis of the numbers of support modes used, analysis of the prevalence and combinations of support modes, concluding remarks, and technical notes. (Contains 14 references.) (WRM)

ED 443 713 SE 063 934

Rothman, Frank G.; Narum, Jeanne L.
Then, Now, & in the Next Decade: A Commentary on Strengthening
Undergraduate Science, Mathematics, Engineering and Technology
Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational History;
Educational Improvement; Educational Practices; Educational
Trends; *Engineering Education; Higher Education; *Mathematics
Education; *Science Education; *Technology Education;
*Undergraduate Study
IDENTIFIERS- *Project Kaleidoscope

This commentary focuses on reforms in undergraduate science, mathematics, engineering, and technology (SME&T) education since 1986. A snapshot of these programs at the end of the 20th century is presented, and steps to take into the next decade are outlined. The report contains sections that discuss the status and desired directions for our knowledge of learning and assessment, courses and curricula, technology, facilities, faculty and scholarly networks, and funding. (Contains 24 references.) (WRM)

ED 443 714 SE 063 936

Jacob, Willis H.
A Syllabus for Biol 242--Human Anatomy.
PUB DATE- 00
NOTE- 111p.; For related document by this author, see SE 063 937.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anatomy; *Biology; Cardiovascular System; *Course
Descriptions; Eyes; Higher Education; Muscular System;
Scientific Literacy; Skeletal System; Vocabulary
IDENTIFIERS- Digestive System; Endocrine System; Nervous System;
Urinary System

This document is the fall and spring semester course syllabus of publications, purposes, issues, research, and the curriculum in drawing and painting, printmaking, sculpture, photography, design--graphic, industrial, home, and community--the crafts, and appreciation. The treatment of these topics expands through the decades, culminating in a substantial consideration of the 1960s. The book concludes with an epilogue and an extensive bibliography. Contains 110 illustrations. (BT)

ED 443 737 SO 029 886

Wygant, Foster
School Art in American Culture: Supplement, 1900-15.
PUB DATE- 97
NOTE- 350p.; For the related basic volume, see SO 029 885.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; *Art Education; Art Teachers; *Cultural Context; *Educational History; Elementary Secondary Education; *Public Schools; Social History; *Visual Arts
IDENTIFIERS- Twentieth Century

This book is intended as a further resource for instructors, advanced students, or others especially interested in art education in the early years of the 20th century. The book presents school art in the early years of cars, airplanes, telephones, cinema, assembly line production, efficiency experts, progressives in politics and education, playgrounds, mental hygiene, psychoanalysis, ragtime, the Arts and Crafts Movement, the ideals of "city beautiful," "school beautiful," and "house beautiful," and modernism in the arts. As an expansion of the 20 pages of chapter 2 of the basic text, "School Art in American Culture, 1820-1970," the book extends discussion, illustrations, and appendixes. It can be read as an independent book, but it is organized to extend each section of chapter 2 with minimal repetition. Thus the book's first chapter recalls relevant external influences: events, changes, attitudes; technological and intellectual currents; and movement in literature, music, theater, dance, and film. Chapters 2 and 3, respectively, are devoted to the visual arts and education. The seven chapters that follow give a detailed account of pervasive changes in art education in its status, organizations, publications, purposes, issues, and research; in the relations to manual training and industrial education; and in the curriculum of drawing and painting, design, the crafts, picture study, art history, and appreciation. The closing chapter provides a summary and a brief projection into the 1920s. To give the book a measure of self-sufficiency, late 19th century conditions are briefly recalled where appropriate, with references to the basic text. (BT)

ED 443 738 SO 029 951

Fan, Cedric
The Story of Foreign Trade and Exchange.
PUB DATE- 98
NOTE- 26p.; Colored illustrations may not photocopy adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

of June 1, 1812. Each option is grounded in a clearly defined viewpoint about the U.S. role in the world. By exploring the spectrum of alternatives, students gain a deeper understanding of the competing values and assumptions that framed the debate on U.S. policy at the beginning of the 19th century. Ultimately, the intent is to help students clarify their thoughts on the U.S. experience, articulate their own views on U.S. policy, both past and present, and apply the lessons of history to the challenges facing the country today. The accompanying Teacher's Resource Book contains a day-by-day lesson plan and student activities. On the first day the core lesson analyzes the George Washington's and John Adam's administrations lasting impact on foreign policy through an examination of primary source documents. This is followed by an optional lesson that reviews international events and the rise of political parties as shown by political cartoons. On the second and third days, students take part in a simulation set in early June 1812 about the congressional debate that considers whether the United States should declare war on Great Britain. On the fourth day of the lesson, students assess the historical consequences of the War of 1812. The guide contains objectives, required reading, handouts, and homework. (BT)

ED 443 760 SO 031 846

Keeping the Peace in an Age of Conflict: Debating the U.S. Role. Public Policy Debate in the Classroom. Choices for the 21st Century Education Project. Revised Edition. Student Guidebook and Teacher's Resource Book.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 99
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Case Studies; *Conflict; *Foreign Policy; *Government Role; *International Relations; *Peace; *Public Policy; Secondary Education; Social Studies
IDENTIFIERS- Cold War; *Global Issues

Since the end of the Cold War, the international community has been called upon with increasing frequency to intervene in the world's hot spots. The United States has taken up its share of responsibilities. U.S. military forces have bombed targets in Serbia, waded ashore in Haiti, patrolled cease-fire lines in Bosnia, skirmished over the skies of northern Iraq, and protected humanitarian agencies in Somalia. Meanwhile, U.S. diplomats are busier too. Few crises arise in the international arena without drawing in the United States. A new set of foreign policy questions has emerged that citizens have only just begun to consider. This unit thrusts students into this new foreign policy frontier. On the first day the unit opens with a discussion of the concepts featured in part one of the background reading. The second day focuses attention on the forces that shaped the international community's role in conflict resolution during the Cold War. The third and fourth days of the lesson plan feature a simulation in which students assume the roles of advocates for the four options. Students respond to current case studies to illuminate their assigned topics. Finally, on the fifth day, students develop their own options and apply their views to a hypothetical crisis. The accompanying Teachers' Resource Book contains a day-by-day lesson plan and student activities. Each lesson contains objectives, required reading, handouts, and homework. (BT)

ED 443 781 SP 039 311

Chaska, Karol K.
Illinois Teacher Salary Study, 1998-1999.
PUB DATE- 99
NOTE- 284p.; For the 1997-1998 Salary Study, see ED 426 963.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Public Schools; School Districts; Special Education Teachers; State Government; State Regulation; Tables (Data); *Teacher Employment Benefits; *Teacher Salaries; Vocational Education Teachers
IDENTIFIERS- Illinois

This report presents data from an annual study that collected information on teacher salary policies, salary schedules, actual salaries paid, and fringe benefits. Data came from the 1998-99 Illinois Teacher Salary Study, which involved superintendents of Illinois school districts and directors of special education and area vocational centers, and from the Teacher Service Record form, which provides information on average paid salary. The report is in six parts: (1) "Statewide Guidelines"; (2) "Statewide Summary Tables by District Type and Size"; (3) "Individual Districts' Salary Schedule and Selected Policy/Provision Information"; (4) "Individual Area Vocational Centers' Salary Schedule and Selected Policy/Provision Information"; (5) "Individual Special Education Cooperatives' Salary Schedule and Selected Policy/Provision Information"; and (6) "Policy Cost and Percent Board Paid for Fringe Benefits Per Employee and Family." Of Illinois's 895 regular public school districts, 97.5 percent have a teacher salary schedule. The statewide median scheduled salaries for beginning teachers at the bachelor's and master's level are $24,339 and $26,879, respectively. Larger districts tend to adopt higher schedules salaries than smaller districts. Over 95 percent of districts have a negotiated agreement. Two appendixes present county names and code numbers and the Illinois Teacher Salary Study, 1998-99. (SM)

ED 443 782 SP 039 320

Keating, Pamela
Education Standards for Teaching and Learning: A Bibliography.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Standards; *Accountability; *Educational Change; Educational Quality; Elementary Secondary Education; Faculty Development; *Social Influences; *Student Evaluation; Teacher Certification; *Teacher Competencies; Teachers; Teaching Skills

This bibliography includes information on five topics. The first topic is "Background Reading in the Social Context of American Schooling." The second topic is "School Reform Since Release of the 'Nation At Risk' Report." The third topic "Education Standards," focuses on "Standards-Setting: In Core Subjects," which looks at "The Arts"; "English/Language Arts"; "Mathematics"; "Science"; and "Social Studies." The fourth

PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Learning Processes; *Preservice Teacher Education; Secondary Education; *Student Teacher Attitudes; Student Teachers
IDENTIFIERS- Teacher Socialization

This study challenged the common phrase "learning to teach" by highlighting the articulations of preservice teachers regarding their understanding of the phrase. It described the ways that one group of preservice teachers defined learning to teach throughout one semester's work in a field-based secondary education course. Data collection involved two interviews with each student teacher, students' course-based journals, and informal discussions and other generated materials (e.g., course papers, e-mails, professional portfolios, and personal Web pages). The results could be separated into issues of content and methodology. Students had difficulty separating learning to teach from the concepts of teaching and teacher. They either negated learning to teach or viewed this process as equivalent to teaching and/or teacher. Most of their definitions were highly fragmented and better described their definition of teacher and teaching. Definitions were refined throughout the semester, but they did not address learning to teach as a distinct phenomenon. The descriptions did not include reference to themselves as agents in the process at all. (Contains 18 references.) (SM)

ED 443 803   SP 039 359

Scott, Neil H.
Four Years Later: Issues in Teacher Induction.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Edmonton, Alberta, Canada, May 25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; Itinerant Teachers; *Mentors; Preservice Teacher Education; Specialists; Teacher Collaboration
IDENTIFIERS- Canada

This paper describes several continuing and emerging issues identified in a 4-year study of a teacher induction program in New Brunswick, Canada. The program was designed to link beginning teachers with exemplary experienced teachers so that the transition from student to teacher would be a more positive experience than is often the case. Data come from questionnaires sent each year to beginning teachers, mentors, principals/schools, and coordinators. The paper focuses on three key recurrent issues: Who qualifies as a beginning teacher? What are the key criteria for selecting and matching experienced mentor teachers with their novice partners? and What are reasonable professional expectations for the partners? In looking at emerging issues, the paper focuses on the best descriptions of classroom techniques, studies of assessments, and other topics of interest to educational researchers. Issue number 1 of Volume 6 contains these articles: (1) "'More than Having a Vision': The Emergence of Teacher Leadership in a PDS" (Lisa DeMeulle); (2) "Preparing Leaders for Tomorrow's Schools: The Practitioners' Perspectives" (Frances K. Kochan and William A. Spencer); (3) "Schools without Principals: Do Both Management and Leadership Exist?" (Theodore B. Creighton); (4) "Theoretical Perspectives of Instructional Supervision in Contemporary Textbooks: A Content Analysis" (Barbara L. White and Larry G. Daniel); (5) "University Teachers' Perceived Usefulness of Computer-Assisted Instruction" (Yukiko Inoue); (6) "Math and Reading Tests: Dissimilar Scores Provided by Similar Tests for African-American Students" (Kevin Wickes and John R. Slate); (7) "Screening for Behavior Problems in Preschool: A Comparison of the Social Skills Rating System (SSRS) and a Structured Teacher Interview" (Ronald K. Bramlett, Kim B. Dielmann, and Maleah Smithson); and (8) "A Structural Model of Student Career Aspiration and Science Education" (Jianjun Wang). Issue 2 contains: (1) "Examining Professional Development of Principals as Adult Learners" (Diane Ricciardi); (2) "'Drafted into the Front Lines': Teacher Efficacy during School Desegregation in Columbus, Georgia, 1968-1975" (Virginia E. Causey); (3) "The Role of Technology Specialists: Case Studies of Change Agents" (Kenneth M. Proctor and Martha J. Livingston); (4) "Transforming Graduate Teacher Education Classes: Lessons from Educational Psychology" (Carol VanZile-Tamsen); (5) "Breaking the Rote Memorization Mindset of Preservice Teachers Standards-Based Instruction: An Integrated Preservice Teacher Education Model" (Regina Halpin); (6) "Evaluation of Teacher Preparation Graduates by NCATE Accredited Institutions: Techniques Used and Barriers" (J. Jackson Barnette and Keith Gorham); (7) "Person-Fit and the Rasch Model: How Seriously Model Fit Is Affected by Appropriateness Measurements in the Rasch Model" (Necati Engec); and (8) "An Introductory Primer on the Appropriate Use of Exploratory and Confirmatory Factor Analysis" (Kevin M. Kieffer). (SLD)

ED 443 822   TM 031 219

Schleicher, Andreas
Measuring Student Knowledge and Skills: A New Framework for Assessment.
PUB DATE- 99
NOTE- 81p.; Published in French under the title "Mesurer les Connaissances et Competences des Eleves: Un nouveau cadre d'evaluation."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Foreign Countries; *International Education; International Studies; Mathematics; Measurement Techniques; Models; *Outcomes of Education; Reading; Sciences; Secondary Education; Student Evaluation
IDENTIFIERS- Monitoring; *Organisation for Economic Cooperation Development

The new program of the Organisation for Economic Co-Operation and Development (OECD), the International Programme for Student Assessment (PISA), represents a commitment by governments of the OECD countries to monitor the outcomes of education in terms of student achievement within a common international framework. The focus will be on students approaching the end of

Presented at..." (150)
DESCRIPTORS- *College Entrance Examinations; *Geographic Regions; *High School Students; High Schools; Income; *Learning Disabilities; Males; Sex Differences; Whites
IDENTIFIERS- *Scholastic Assessment Tests; *Testing Accommodations (Disabilities)

Testing organizations have recently been scrutinized because of the perception that affluent, white male students from the northeast are falsely claiming disabilities to gain extended time on standardized tests for college admission. In response to these assertions, the percentage of learning disabled test takers on the SAT I: Reasoning Test is examined in relation to geographic region, racial/ethnic group, sex, and parental income level. High school students who took the test between April 1997 and March 1998 were included in the analysis, for a total of 735,825. Results indicate that as parental income increases, the percentage of learning disabled test takers increases for Asian, African-American, Hispanic, and White examinees. Geographic region also appears to have some impact on the percentage of learning disabled test takers. Although significantly different, gender differences appear proportionate to previous research on learning disabilities. Since test scores taken with an accommodation are identified with an asterisk or "flag," the opinions of 189 guidance counselors, 111 admissions officers, and 85 college disability service providers about the use of the flag were examined. No geographic patterns were evident in relation to opinions regarding removal of the flag or increases in the number of flagged test scores. (Author/SLD)

ED 443 842 TM 031 487

Yepes-Baraya, Mario
Lessons Learned from the Evaluation of Alliance : An Internet-in-Education Professional Development Program.
SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). "The work reported herein was supported under the Technology Innovation Challenge Grant program."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Educational Technology; Evaluation Methods; Higher Education; Inservice Teacher Education; *Internet; *Professional Development; *Program Evaluation; *Teachers

This paper provides an evaluator's perspective on the main activities and lessons learned from the evaluation of Alliance in the program's first year of operation. The Alliance project is a national training program funded by the U.S. Department of Education with contributions from project partners and the participating school systems. The program's goal is to provide hands-on training for K-12 teachers to integrate the Internet resources into their classroom curricula and improve science and mathematics education. The program uses a two-tiered model in which community college faculty train cadres of educators (mentor teachers) in the 30-hour graduate course. Evaluation criteria and first-year findings are presented for each component of the logic model used to build the program. These components were: (1) Internet connectivity and access; (2)

subgroup who responded "yes" to a particular out-of-class science accomplishment tended to earn higher ACT Science Reasoning scores than did those who responded "no." With few exceptions, ACT Science Reasoning scores increased with the amount of high school science course work and the number of out-of-class accomplishments in science. This relationship emerged even more clearly in the subgroup analyses. (Contains 14 tables, 5 figures, and 3 references.) (Author/SLD)

ED 443 863   TM 031 508

Formative Evaluation of PREL's Regional Educational Laboratory Products and Services.
PUB DATE- 00
NOTE- 52p.; Contains light type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; *Formative Evaluation; *Information Dissemination; Program Evaluation; Surveys; *Technical Assistance; *Users (Information)
IDENTIFIERS- *Client Satisfaction; *Pacific Region Educational Laboratory

A formative evaluation was conducted to determine the types and amount of dissemination and services the Pacific Regional Educational Laboratory (REL) provided to its constituency in the first 9 months of 1999. The evaluation also studied how recipients of REL products and services perceived the usefulness and quality of the products and services provided, and it identified strengths and areas for improvement for program refinement. A total of 129 questionnaires (39%) of an original 300 were returned, and most were usable. In the first 9 months of 1999, the REL disseminated over 8,000 copies of products, print and other media, to its constituents, and over 75% of the recipients found the products useful. They expressed satisfaction with the overall quality of the materials, indicated that the products had a positive impact on their work, and encouraged the REL to continue to improve the accessibility of its products to educators. In the same period, the REL provided about 60,000 person hours of service in the various formats. Response to these services were favorable. Over 50% of respondents received the services available to them, and most did so more than once. The REL conducted 21 workshops and presentations, and an overwhelming majority of participants ranked the attributes of the workshops and presentations very highly. About 20% of survey respondents were not familiar with REL products, a finding that suggests that ways should be found to promote REL products and services and improve their accessibility. Three appendixes contain the client survey, the workshop participant questionnaire, and a list of products distributed. (Contains 19 tables.) (SLD)

ED 443 864   TM 031 509

Snapshot '99: 1998-99 School District Profiles.
PUB DATE- 00
NOTE- 826p.; For "Snapshot '98," see ED 434 151. This publication is the 12th edition of "Snapshot."
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

programs of Central Washington University. The undergraduate program involves 2-year programs for elementary school teacher candidates in 3 school districts. Portfolios are used in this program as a means of authentic assessment and reflection in evaluating the effectiveness of a teacher candidate. The university also has piloted a 1-year master's certification teacher preparation program that allows candidates with endorsable bachelor's degrees in content area disciplines to focus on certification pedagogy. Assessment in this program focuses on program standards, the yearlong internship, reflective journals, the master's thesis or project, and the portfolio. The assessment strategies for both programs are designed to provide a web of interconnected opportunities for students to demonstrate developmental progress. A result of these programs is that beginning teachers have experienced much of what would make up the induction year of most first-year teachers. Appendixes contain a list of Washington state teacher preparation standards, two additional standards for teacher preparation developed at Central Washington University, a matrix template used in student evaluation, and a specific learning capacity matrix template. (SLD)

ED 443 885 TM 031 530

Cobb, Casey D.
Using Geographic Information Systems in Education Research and Policy Analysis.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Charter Schools; *Computer Uses in Education; *Educational Research; *Elementary Secondary Education; Geographic Location; *Policy Formation; *Research Methodology
IDENTIFIERS- *Geographic Information Systems

The computer revolution has contributed greatly to the increased use of Geographic Information Systems (GIS) technology, and GIS is now being used to inform education policy. This paper introduces the technology of GIS to education researchers and policy analysts and illustrates its use with some recent research on charter schools. Its potential as an analytic tool in education research is explored. A GIS is a computer-based technology that allows one to create, store, and manipulate geographically referenced information. A GIS can perform queries and statistical analyses on spreadsheet-type data, producing digital maps that contain features in the form of points, lines, or polygons. A GIS was useful in the investigation of whether Arizona charter schools, as schools of choice, had the potential to separate students along racial lines. (Contains 2 figures and 22 endnotes.) (SLD)

ED 443 886 TM 031 531

Frey, Barbara A.; Overfield, Karen
Faculty Development: Assessing Learner Achievement.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

across Asian American ethnic groups. The educational expectations of groups that are well assimilated into U.S. society are principally influenced by socioeconomic and demographic factors, while parental expectations explain much of children's high educational expectations for recent immigrant refugees. Appendixes contain charts of estimated coefficients of linear regressions models predicting educational expectations for the first and second follow-ups of the NELS:88. (Contains 5 tables and 56 references.) (SLD)

ED 443 905 UD 033 680

Bennett, Pamela R.; Xie, Yu
Explaining the Black-White Gap in College Attendance: Racial Differences versus Socioeconomic Determinants. Research Report.
PUB DATE- 00
NOTE- 31p.; Version of a paper presented at the Annual Meeting of the Population Association of America (New York, NY, March 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *College Attendance; College Bound Students; Enrollment; Higher Education; *Racial Differences; Socioeconomic Status; Student Characteristics; White Students

College enrollment rates of blacks have historically trailed those of whites, although the actual size of the racial gap has fluctuated in recent decades. Using logistic regression and a decomposition analysis, this study investigated the extent to which this college-going gap is due to racial disparities in socioeconomic family backgrounds, academic performance, and expectations and values about education. Sizable differences are found between blacks and whites in socioeconomic family background and academic performance, as well as interactions between race and these variables. However, expectations and values about education are similar between the groups and contribute little to racial disparities in college attendance. (Contains 2 figures, 4 tables, and 43 references.) (SLD)

ED 443 906 UD 033 685

Bauch, Patricia A.; Gao, Hong
Contributions of Parents' School Opinions and Reasons for Choice to Their Willingness To Support Catholic High Schools: A Structural Model.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; Demography; Educational Quality; *Financial Support; *High Schools; Parent Attitudes; Parent Participation; *Parents; Prediction; *School Choice; Structural Equation Models; Tuition
IDENTIFIERS- Ohio (Cleveland)

A study was conducted to determine the association among variables representing parent and school demographics, parents' opinions of the school, their reasons for choosing it, and their willingness to support the school in various ways, including the level of tuition they would pay. Data were conference; (5) whether to have a hearing or to stipulate to the charges; (6) the suspension hearing; (7) making your case; (8) deciding if your child should testify; (9) postponing or adjourning the hearing; (10) the school's witnesses; (11) the child's witnesses; (12) the school's responsibilities before suspending a student; (13) objections; (14) evidence; (15) delay between incident and suspension; (16) searches; (17) weapons; (18) drugs; (19) academic records and the posthearing dispositional phase; (20) timeline for the hearing officer to issue a decision; (21) what to do if parents are not satisfied; (22) continuing suspension for a fixed period of 6 to 30 school days; (23) extended suspension for 1 calendar year; (24) general equivalency diploma; (25) part-time school programs; (26) referral to special education; (27) records of suspensions; (28) petitioning for readmission; and (29) appeals. (SLD)

ED 443 927 UD 033 711

Leiderman, Sally A.; Dupree, David M.
Project Change Evaluation Research Brief.
SPONS. AGENCY- Levi Strauss Foundation, Inc., San Francisco, CA.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Programs; Evaluation Methods; Formative Evaluation; *Multicultural Education; Program Effectiveness; Program Evaluation; *Racial Discrimination; *Urban Schools
IDENTIFIERS- *Antiracist Education; *Project Change

Project Change is a community-driven anti-racism initiative operating in four communities: Albuquerque, New Mexico; El Paso, Texas; Knoxville, Tennessee; and Valdosta, Georgia. The formative evaluation of Project Change began in 1994 when all of the sites were still in planning or early action phases. Findings from the summative evaluation will be available in 2002. This report provides more technical information than has been available previously. It covers: (1) development of the Project Change model and theory of change; (2) evaluation approach and challenges; (3) early findings; and (4) next steps in evaluation. Some of the special challenges of anti-racism work have been identified. These include the fact that people want to know whether the work is effective long before tangible results are likely to be produced. Because it is not clear what it will take to solve the problem of racism, it is hard to use markers of progress to predict eventual success from early results. Evaluation findings do show that communities have benefited from Project Change in some tangible ways. The policies of lending institutions have changed to make new funds available to poor people. Project sites have raised awareness about hate crimes, and communities are beginning to institutionalize their Project Change work so that it will last beyond the initial funding. Some unintended benefits have come to participants in terms of new skills and a higher degree of awareness. Some social policy benefits have also been apparent as lessons generated by project management, the communities, and the evaluation have helped stimulate anti-racism activities by other funders and in other communities. (SLD)

ED 443 928 UD 033 712

Murphy, Sherry L.
Deaths: Final Data for 1998.

differed markedly. Those in the hypermap groups spent significantly more time on the home page. Further, the structure of the navigation for those in the list group was more consistent with an outline than with a map structure, as would be expected. However, the navigation pattern of those in the hypermap group was no more consistent with an outline structure than it was with a map structure. The results indicate that a comprehensive analysis of navigation patterns can provide useful insight into hypermedia processing. Contains 19 references. (Author/MES)

ED 443 427 IR 020 350

Educational Practices in an Age of Information Innovation: Audiovisual Education Prize Winning Papers in 1998. AVE in Japan No. 38.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Audiovisual Instruction; Awards; Educational Practices; Foreign Countries; Grade 7; *Information Centers; *Information Networks; Information Skills; Junior High Schools; Lifelong Learning; *Multimedia Instruction; Rivers
IDENTIFIERS- Japan Audiovisual Education Association

This booklet contains two papers that won the 1998 Audiovisual Education Prize of the Japan Audio-Visual Education Association. "Nurturing the Ability To Live in an Advanced Information Network Society: Making the Most Effective Use of Networking" reports on a study of 7th grade students in Okazaki City (Japan). The focus was on an 8-month extracurricular activity, entitled "Our Hometown River," that had the following objectives: to cultivate an attitude leading to an interest in the students' hometown and encourage them to preserve it by researching the Oto River; to give an opportunity to think about environmental problems by researching the water quality and history of the Oto River; to enable students to learn various methods of research and how to collect information; and to cultivate the ability of versatile observation of the Oto River. "Multimedia and Lifelong Learning: See, Listen, Create, and Transmit Information" describes the Ueda City (Japan) Multimedia Information Center, including: background; an overview of the staff, facilities, aims, expenses, and financial resources; and management status of the Multimedia Gallery, Seminar Room, and Local Digital Archive. (MES)

ED 443 428 IR 020 528

Smarte, Lynn
ERIC Annual Report, 2000: Summarizing the Recent Accomplishments of the Educational Resources Information Center.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 38p.; For ERIC Annual Report, 1999, see ED 433 017.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Annual Reports; Bibliographic Databases; Education; *Educational Resources; Federal Programs;

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Community Involvement; *Educational Needs; *Educational Planning; Institutional Role; *Long Range Planning; *School Community Relationship; Strategic Planning; Two Year Colleges
IDENTIFIERS- *Mendocino College CA

This report summarizes the results of the initial phase of MC 2000, a process of deriving information from the population of Mendocino College's (California) service area for the purpose of guiding long-term institutional planning and decision-making. The report presents the data collected from public meetings and the telephone survey. It highlights results of the telephone survey: respondents have highly favorable attitudes toward the College; 92% of those surveyed have visited the College campus in Ukiah or the College Centers in Lakeport or Willits; 64.7% of those who have visited have done so to take courses, 19.4% for performing arts events, and 18.7% for athletic events; and areas for possible improvement include workforce training, increasing course offerings in Willits and northern Mendocino County, and meeting the needs of different racial and ethnic groups. The results of public meetings are: in Willits and Covelo, the prevailing theme was access, particularly a desire for more class offerings; in Ukiah, the prevailing theme centered around the College's image among members of the community, specifically a need for the College to focus on identifying a few major strengths upon which it can build; in Lakeport, the prevailing theme was the adequacy of facilities at the Lake Center, particularly concerns regarding library resources and access to programs and activities offered. (VWC)

ED 443 449 JC 000 470

New Beginnings, 2000: July 2000-June 2003. A Three-Year Business Plan for Lethbridge Community College.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Colleges; Educational Assessment; *Educational Development; *Educational Opportunities; *Educational Planning; Foreign Countries; Long Range Planning; Partnerships in Education; Program Evaluation; Two Year Colleges
IDENTIFIERS- *Lethbridge Community College AB

During the three years of the business plan presented in this report, Lethbridge Community College (Canada) will aggressively build on its strengths and pursue new opportunities as it achieves five major goals: (1) increase enrollments to 5,000 FLE by 2005; (2) enhance student learning through effective and innovative curricula, learning strategies, and support services; (3) systematically gather, analyze, interpret, and use institutional performance data to achieve strategic priorities and improve ongoing practices; (4) enter into mutually beneficial partnerships with education, business, industry, and government; and (5) enable all employees to work effectively in a team environment. The college will increase enrollments by developing new programs and expanding existing programs in response to learners and the marketplace. The college will rationalize programs and services to serve workplace learning needs. Further, a comprehensive quality

ED 443 468 JC 000 492

Progress Report on Arizona Public Postsecondary Education: Jointly Identifying and Meeting the State's Postsecondary Needs, Articulating Postsecondary Courses and Academic Programs.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Community Colleges; *Government Role; Higher Education; Institutional Cooperation; Partnerships in Education; *Public Colleges; State Government; *State Universities; *Transfer Programs
IDENTIFIERS- *Arizona

This progress report addresses the articulation of courses and academic programs and the postsecondary education needs of Arizona citizens. In recent years, the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona have reported to the Legislature on progress in implementing a new statewide transfer model and on a collaborative process to identify and meet statewide postsecondary needs. The implementation of the New Transfer Model included new transfer degrees, new general education requirements, new common requirements for equivalent majors, new limits on the amount of work that can be transferred from a community college into a baccalaureate program, and the concept of transfer blocks, all resulting in new pathways for transfer students. To improve access to baccalaureate education, Arizona public universities have initiated new Bachelor of Applied Science (BAS) degrees, and Arizona's public community colleges formed partnerships with Arizona's public and private universities, and with out-of-state universities. In 1998, the statewide Higher Education Study Committee established a Joint Review Committee, a group of community college and university representatives charged to resolve issues that might arise in identifying and meeting demonstrated statewide needs for postsecondary education. (JA)

ED 443 469 JC 000 493

Kussrow, Paul G.
The Myth of Tenure.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; *Contracts; *Due Process; Faculty; *Faculty College Relationship; Faculty Evaluation; Job Layoff; *Tenure; Two Year Colleges

This paper addresses the topic of tenure in community college education and the suspension of tenure in most collective bargaining agreements. It proposes a five-step process to be included within any just cause (incompetence or misconduct) and termination sections of collective bargaining language. Professors who work under collective bargaining agreements have subjugated themselves to contract clauses which, in essence, suspend tenure at the discretion of any designated administrator. No written notice of termination has to be given, no statement as to the reasons for the actions has to be employed, there is no opportunity to engage established

Education; Program Evaluation; Program Implementation; Two Year Colleges
IDENTIFIERS- *Lethbridge Community College AB

This document describes the curriculum philosophy of Lethbridge Community College (Canada) (LCC), which integrates several concepts: learning college principles, constructivist learning paradigm , BP'9700 directions, distributed learning characteristics, and curriculum components of learner, setting, and subject. This framework provides all programs at LCC with a focus for development, implementation, and review. Additionally, these principles can be used for instruction, facilitation, and assessment of learning. The document also elaborates on program outcomes, course outline, and curriculum review process. Program outcomes are statements of knowledge, skills, and attitudes that students will have upon completion of an LCC certificate or diploma program and are expected to address generic curriculum, core curriculum, and specialized curriculum outcomes. The last section presents the process of curriculum development including new credit programs, new credit options, substantial program changes, and the collaborative program development process. (JA)

ED 443 490 JC 000 534

Connecticut Community-Technical Colleges Annual Report to the Governor, 1998-99.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Technology; *Institutional Characteristics; Institutional Evaluation; *State Standards; Strategic Planning; *Student Characteristics; Technical Education; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Community Technical Colleges of Connecticut

This report provides the 1998-99 data on the 12 Connecticut Community-Technical Colleges, as reported to the governor. The average Community-Technical College student in 1998-1999 was 30 years of age. Students enrolled in occupational programs represented 43 percent of enrollment, and approximately 28 percent pursued Liberal Arts and Sciences and General Studies programs. The scope of activities in the School-to Career and Technical Preparation programs has expanded during the 1998-1999 year. All colleges have been developing skills outcomes statements for all career programs to better coordinate with the CBIA-developed skills standards. Master plans for several facilities constructions have moved forward. The new Learning Resource Building at Manchester is scheduled for substantial completion and occupancy in June of 2000. The PC Core Competency Training Program has provided ongoing technology training in the major PC office applications as well as Internet and Web technology through training classes provided at the community-technical colleges. The system has contracted with an independent natural gas supplier to provide gas service to eight colleges, with a resulting saving of some 10 percent during the first year of the contract. During the 1998-1999 year, the Chancellor's Office established a Labor/Management Committee to review the Minority Fellowship Program, reaffirming its commitment to affirmative action and equal opportunity. (JA)

ED 443 491 JC 000 535

*Credentials; *Day Care; Educational Quality; Elementary Education; Preschool Education; Program Descriptions; School Age Day Care; Videotape Recordings
IDENTIFIERS- Day Care Quality

"Taking the Lead" is an initiative of The Center for Career Development in Early Care and Education at Wheelock College, working in partnership with other national organizations and government policymakers. The initiative is intended to build the capacity of the early care and education field to improve program quality by: (1) improving access to leadership development opportunities, building infrastructure, and expanding the skills of new and existing leaders to generate increased public support and public and private investment; and (2) advancing the development of a director credential for administrators/directors of early care and education programs. This seven-minute videotape is designed for use with policymakers, funders, and practitioners to highlight the benefits of a director credential. The video offers a concise overview of director credentialing efforts underway nationwide and demonstrates a clear connection between a strong director credentialing initiative and improvements in the quality of early childhood care and education. (KB)

ED 443 511 PS 028 490

Veerman, J. W.; de Kemp, R. A. T.; Brink, L. T. ten
Evaluation Study of Families First: The Netherlands. An Overview of the Results.
SPONS. AGENCY- Dutch Ministry of Health, Welfare, and Sports (Netherlands).; Dutch Ministry of Justice (Netherlands).
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Child Welfare; Children; Demonstration Programs; *Family Programs; Foreign Countries; Intervention; Longitudinal Studies; *Program Effectiveness; Program Evaluation; Program Implementation; Therapy
IDENTIFIERS- *Family Preservation Services; Netherlands; Out of Home Care

Families First is a family preservation program aimed at providing therapeutic and practical help for families in the Netherlands faced with imminent placement of one or more of the children in out-of-home care. In 1994, the demonstration projects took place in four locations in the Netherlands. Participating were 320 children from 234 families who had been referred by child welfare placement agencies. All had received treatment for more than a week. Assessment of demographic information, treatment activities, family functioning, family burden, stressful life events, psychological situation, behavioral problems, and satisfaction took place pretreatment, at treatment completion, and at 4, 7, and 13 months post-treatment. Results of the assessment indicated that Families First succeeded to a considerable extent in reaching the target group. Ninety percent of children accepted for treatment ran the risk of being placed in out-of-home care. Team leaders and family workers adopted the following important characteristics in their work: (1) long, intensive treatment; (2) 24-hour accessibility to the family; and (3) reformulation of the goals and work points in cooperation with the family. Parents and family workers were satisfied with treatment implementation. At one year post-treatment, 76 percent of Family First children lived at home. Of a comparable drop-out group, 26 percent lived

Teenagers: Raising Responsible and Resourceful Youth (Washington, DC, May 2, 2000). "Funding support for preparing the revised documentation for public distribution was provided by a grant 92 R44-HD31776 from the National Institute of Child Health and Human Development to Sociometrics Corporation."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Adolescent Attitudes; *Adolescent Behavior; *Adolescent Development; *Adolescents; Antisocial Behavior; Child Health; Drinking; Drug Use; National Surveys; *Parent Child Relationship; Sexuality; Smoking; Suicide; Trend Analysis
IDENTIFIERS- National Longitudinal Study of Adolescent Health

This report by the Council of Economic Advisers analyzes key trends in teen behavior, and investigates the role of parents' involvement in their teenagers' lives. The report uses data from the National Longitudinal Study of Adolescent Health, a study of a nationally representative sample of seventh through twelfth graders, to examine the relationship between various teen behavioral outcomes and two measures of parental involvement: regularly eating dinner with the teen and perceived parent-child closeness. The report outlines significant opportunities and challenges for adolescents in the 21st century and demonstrates that teens are more likely to maximize opportunities and avoid risks when parents are involved in their lives. The report indicates that teenagers today live far healthier, more prosperous, and promising lives than ever before. Education levels have been improving across the board. College attendance rates have been increasing over the past decade, but income, race, and ethnicity still play a role. School-based teen participation in community service has increased. Despite increasing prosperity, teens are at high risk for poor nutrition. Rates of teen homicide and suicide remain high. Teen birth and pregnancy rates are steadily declining. The incidence of youth smoking rose during the 1990s. The report highlights findings from the longitudinal study indicating that parental involvement was a major influence in helping teens avoid risks while increasing educational achievement and expected attainment. Data tables are appended. (KB)

ED 443 530 PS 028 684

Heretick, Donna M. L.
The Empowered Family: Raising Responsible and Caring Children in Violent Times.
PUB DATE- 00
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; *Children; Empowerment; *Parent Child Relationship; Parent Empowerment; *Parents; Responsibility; *Values Education; Violence
IDENTIFIERS- Caring

Noting the increasing need to strengthen family bonds in a society marked by escalating violence, this book offers a set of values and beliefs to help parents make decisions regarding their parenting and family lifestyle. Exercises are presented throughout the book to assist parents in gaining insight about of children with low birthweight has steadily increased since 1984, probably due to the rising number of multiple births. Teen birth rates are the lowest in 40 years. Heavy drinking among adolescents has remained stable over the past few years. Violent crimes committed by youth have dropped sharply. Preschool enrollment increases have been the largest among children in poverty, children with mothers not in the labor force, and black, non-Hispanic children. The overall high school completion rate declined, especially among Hispanics. (KB)

ED 443 548 PS 028 708

Potter, Calvin; Grinde, Jane; Landsverk, Ruth Anne
Families, Schools, Communities: Learning Together School Volunteer Guide, Spring 2000.
PUB DATE- 00
NOTE- 69p.; For Spring 1999 bulletin, see ED 433 953.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; Elementary Secondary Education; Family Programs; *Family School Relationship; *Parent School Relationship; Partnerships in Education; Program Development; *School Community Relationship; *Service Learning; *Volunteers
IDENTIFIERS- Wisconsin

The Families in Education Program, dedicated to nurturing a family-community-school partnership, provides this book for Wisconsin schools to use throughout the year to promote families and learning. The articles in this book contain ideas for developing and enhancing volunteer programs in the schools and for developing effective service learning opportunities for youth. Part 1, "Volunteers for Children's Learning," includes articles on: (1) starting a volunteer program; (2) designing and organizing a volunteer program; (3) developing volunteer job descriptions; (4) recognition programs for volunteers; (5) teacher's guides to using volunteers; (6) encouraging diversity in volunteers; (7) including migrant families in volunteer efforts; (8) planning an intergenerational program; (9) tips for tutors; (10) welcoming people with disabilities as volunteers; (11) reading volunteers; and (12) the use of mentoring. Part 2, "Youth Service-Learning Opportunities," focuses on service learning and includes articles on opportunities in Wisconsin, essential elements of service learning, tips for organizing youth service learning programs, and integrating service learning into the curriculum. An appendix includes sample forms. (KB)

ED 443 549 PS 028 709

Smith, Kenneth E.; Smith, Mary K.
Principals and Play: A Qualitative Study of Administrator Beliefs about the Place of Play in K-2 Programs.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 443 569 PS 028 732

Walter, Katie E.; Caplan, Judith G.; McElvain, Carol K.
Beyond the Bell: A Toolkit for Creating Effective After-School Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Education; *After School Programs; Budgeting; Cooperation; Elementary Education; *Extracurricular Activities; Needs Assessment; *Program Administration; *Program Development; Program Evaluation; School Community Relationship; Teacher Student Relationship

After-school programs provide an important educational setting for an increasing number of children and have been viewed as a way to help solve school problems, reduce drug use, and prevent violence and youth crime. This toolkit is designed to help school-based after-school program staff plan and make decisions in six critical areas: (1) management; (2) collaboration; (3) programming; (4) integration with the traditional school day; (5) evaluation; and (6) communication. The toolkit discusses key decision points, offers criteria for decision making, suggests effective strategies, and provides a set of tools to assist in the decision-making process. Some of the tools help with data gathering, some create formats for analyzing information, others help to structure dialogue around important issues, and still others assist with information sharing. (KB)

ED 443 570 PS 028 733

West, Jerry; Meek, Anne; Hurst, David
Children Who Enter Kindergarten Late or Repeat Kindergarten: Their Characteristics and Later School Performance. Stats in Brief.
PUB DATE- 00
NOTE- 6p.; For a related document on children who enter kindergarten late or repeat kindergarten, see ED 414 076.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Grade Repetition; Individual Differences; *Kindergarten; *Kindergarten Children; *Performance Factors; Primary Education; *School Entrance Age; School Readiness; Student Characteristics; Student Needs
IDENTIFIERS- *Academic Redshirting

Raising the age of eligibility to enter kindergarten has not eliminated variations in children's readiness for school, and parents and teachers have used delayed entry and retention as strategies to accommodate these variations. Information from the 1993 and 1995 National Household Education Survey is used to describe the numbers and characteristics of children who experienced delayed kindergarten entry or kindergarten retention, as well as their subsequent performance and adjustment in school. The 1993 and 1995 surveys indicate that 9 percent of all first- and second-graders had been held out of kindergarten, and that boys experienced delay more often than procedure; (6) provider qualifications; (7) provider training and orientation; (8) discipline policy; (9) emergency medical consent policy; (10) environmental policy; (11) immunization policy for children; (12) national life safety fire code policy; (13) nutrition policy; (14) smoking policy; (15) before and after school programs; (16) infant care programs; (17) programs for children with disabilities; (18) sick child care programs; (19) tiered reimbursement for subsidized children; (20) zoning regulations; (21) available resources; (22) local contact; and (23) pending/new legislation. The report's introduction presents the methodology; defines relevant terms; lists regulatory requirements for family and large child care homes for each of the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands; and contains a question/answer summary related to number of providers, methods of state regulation, exemptions, child caregiver requirements, provider/child ratios, and inspections. The bulk of the report details data for each state, the District of Columbia, Puerto Rico, and the Virgin Islands. Appended is a list of regulatory offices. (KB)

ED 443 588 PS 028 751

Rogers, Sharon
Public Support of Prekindergarten Education for School Readiness in Nevada.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Attitudes; Educational Quality; Financial Support; Preschool Children; *Preschool Education; *Public Opinion; Public Policy; *Public Support; *School Readiness
IDENTIFIERS- Nevada

Noting that kindergarten teachers in Nevada report that many children enter school with considerable delays in language and vocabulary, this report focuses on the public support of prekindergarten education for school readiness in Nevada. The report discusses the purposes and benefit of early childhood education, examines the initiatives of other states and countries with regard to prekindergarten education, and identifies prekindergarten programs already operating in Nevada. Presented in tabular format is information on prekindergarten education in Nevada for fiscal year 1999, including the main funding source, numbers of children served, and average cost per child. The report also details criteria for a high quality prekindergarten program and makes recommendations for developing an early childhood agenda that promotes school readiness in Nevada's children. The report concludes with recommendations for the state legislature to increase education funding for successful early childhood programs and to commission a legislative interim study to develop a plan for a comprehensive system of early care and education in Nevada. Appended is a copy of the National Governors' Association Briefing on Nevada and a table delineating state ranks on their financial commitments to child care and early education. (Contains approximately 90 references.) (KB)

ED 443 589 PS 028 752

Dodge, Diane Trister; Colker, Laura J.; Heroman, Cate preservation that promoted "active domesticity" at home or in the Empire. Government agricultural directives and funding were translated into agricultural education in Devon by the Agricultural Organiser, who also built an empire in the process with the tacit approval of the county council. (Contains 11 references.) (SV)

ED 443 606 RC 022 242

Deacon, Bernard; Westland, Ella
Centering a Degree on the Periphery: Curriculum Design in Cornwall and the Politics of Place.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Standing Conference on University Teaching and Research in the Education of Adults (Exeter, England, July 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; Disadvantaged; *External Degree Programs; Foreign Countries; Higher Education; Program Development; Rural Education
IDENTIFIERS- *England (Cornwall); *Marginality; Place Based Education; Sense of Place; University of Exeter (England)

In most debates about teaching, learning, and research, the spatial context of education is either taken for granted or ignored. But places can be viewed as more than empty frames for social action; they can be seen as both historically constituted by social processes and, in turn, constituting those social processes. This paper aims to restore a sense of place to the discussion of the education of adults by locating the connections among space, teaching, learning, and research in one particular place: Cornwall (England). The University of Exeter's Continuing Education department developed a part-time degree in Cornwall. After setting out the theoretical context, the problems of evolving and delivering this part-time degree are located in the context of Cornwall's location as a periphery in a set of center-periphery relations. These relations help to explain both the constraints experienced in developing the degree and the teaching method and curriculum design that are being evolved. Program developers initially thought about ways to compensate for the distance from Exeter (and the supposed deprivations of being on the periphery) but later came to rethink their teaching methods to maximize local resources and help learners reflect on Cornwall's strengths. Curriculum design focused on transferable skills such as technology skills and teamwork and on promoting the explicit awareness of center-periphery relations, notably through a strong element of Cornish Studies. (Contains 29 references.) (SV)

ED 443 607 RC 022 270

Greif, Andy
Unscrewing Yourself: One Approach to Anger Management Groupwork with Adolescents.
PUB DATE- 99
NOTE- 14p.; In: Selected Monographs from the Association for Experiential Education International Conference (27th, Rochester, NY, October 1999); see ED 438 134.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Campbell, Duncan, Ed.
Steps towards Sustainability. Inter-American Foundation: 1999 in Review, October 1, 1998 to September 30, 1999.
PUB DATE- 99
NOTE- 81p.; Photographs may not reproduce adequately. For 1998 report, see ED 434 793.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Annual Reports; Community Action; *Community Development; Corporate Support; Fellowships; Foreign Countries; *Grants; Higher Education; International Programs; Nongovernmental Organizations; Program Descriptions; Rural Development; *Sustainable Development; Technical Assistance; Training
IDENTIFIERS- Caribbean; *Inter American Foundation; *Latin America

The Inter-American Foundation (IAF) is an independent agency of the U.S. government that works in Latin America and the Caribbean to promote equitable, participatory, and sustainable development by making grants directly to local organizations. This 30th anniversary report summarizes activities of the IAF in fiscal year 1999 while reflecting on long-term accomplishments. Building on its 30-year grassroots tradition, the IAF continued its two-part strategy to support participatory local development and promote social investment by the private sector. In FY99, the IAF approved 100 new and 19 supplemental grants, totaling about $22.1 million. The grants went to organizations in 16 countries and were distributed among five program areas: agriculture and food production (37.1%), enterprise development and management (38.5%), education and training (10.5%), ecodevelopment (8.6%), and community services (5.3%). Country reports detail funding uses in each of the 16 countries. Educational programs included vocational and technical training, literacy education, teacher training, academic support for low-income primary students, agricultural training, civic education, women's education, and technical assistance and training in craft production and small business operations. Collaborations with corporations are described. In FY99, IAF awarded over $756,000 to 26 U.S. universities to provide fellowships; profiles of the 57 IAF Fellows at these universities and their work are provided. IAF's 1999 dissemination activities and grant program for 2001 are described, and IAF board of directors and staff are listed. (Contains many photographs.) (SV)

ED 443 625 RC 022 528

Harwell, Rick, Ed.; Emmons, Karin, Ed.
Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, Wyoming, November 1-6, 1999).
PUB DATE- 99
NOTE- 249p.; For selected individual papers, see RC 022 529-542.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; College Programs; Higher Education; *Outdoor Education; Outdoor Leadership; Program Administration; Program Development
IDENTIFIERS- *Outdoor Recreation

This proceedings contains papers, abstracts of papers, and descriptions of professional development workshops at the 1999 International Conference of the Association for Outdoor

Appalachian neighborhoods, and rural Appalachian people's adjustment to the urban experience in schools and other institutions. Chapters are: (1) "Roscoe Giffin and the First Cincinnati Workshop on Urban Appalachians" (Bruce Tucker); (2) "The Question of Urban Appalachian Culture: A Research Note" (Michael E. Maloney); (3) "Images and Identities of Appalachian Women: Sorting out the Impact of Class, Gender, and Cultural Heritage" (Roberta Marilyn Campbell); (4) "I Do What I Must: A Reflection on Appalachian Literature and Learning" (Patricia Ziegel Timm); (5) "'Disgrace to the Race': 'Hillbillies' and the Color-Line in Detroit" (John Hartigan, Jr.); (6) "Neighborhood Associations and the Planning Process: The Case of the Southside Neighborhood Organization" (Michael P. Marchioni, Lon S. Felker); (7) "The Role of Interest Groups in Urban Appalachia: A Case Study from Johnson City" (Lon S. Felker, Michael P. Marchioni); (8) "Creating a Community Vision for Johnson City, Tennessee" (Ellen Buchanan); (9) "The Presidential Election of 1992 in Appalachia's Urban Centers: A Research Note" (Philip A Grant, Jr.); (10) "Appalachian Migrants in Columbus, Ohio: A Personal Reflection" (Peggy Calestro); (11) "Pushed out the Door: An Intergenerational Study of Early School Leaving among Appalachians" (Patricia Ziegel Timm); (12) "Using Modeling Theory To Increase the Technical Efficacy of Appalachian Women" (M. Darcy O'Quinn, Shelby Roberts); (13) "Counseling Appalachian Clients" (Terry Delaney); (14) "Hard Times: Appalachians in the Ohio State Prison System" (Jerry Holloway, Phillip J. Obermiller, Norman Rose); (15) "Working with Appalachian Men in Prison: A Personal Reflection" (Rose B. Dwight); (16) "The Appalachian Migratory Experience in Literature" (Danny L. Miller); (17) "Contextualizing Death Representations in Appalachian Literature" (Jennifer Profitt); (18) "'Mountain Dreams': Using Drama and Autobiography To Enhance Literacy" (Marion Di Falco); (19) "Mary Lee Settle's Charleston, West Virginia: Artistic Sensibility and the Burden of History in Urban Appalachia" (Jane Hill); and (20) "Learning through Stories: An Appalachian/African American Cultural Education Project" (Pauletta Hansel). Also included are an introduction and suggested reading list by Phillip J. Obermiller; "Identity: A Poem" (Brenda Saylor); and "The Snake Man: A Story" (Richard Hague). (Contains references in each paper and an index.) (SV)

ED 443 643   RC 022 554

Obermiller, Phillip J., Ed.; Philliber, William W., Ed.
Too Few Tomorrows: Urban Appalachians in the 1980's.
PUB DATE- 87
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Differences; Culture Conflict; Elementary Secondary Education; *Ethnicity; *Migrants; *Rural to Urban Migration; Student School Relationship; Subcultures; Urban Areas; *Urban Population; *Youth Problems
IDENTIFIERS- Appalachian Culture; *Appalachian People; Appalachian Studies

Between 1940 and 1970, an estimated three million people left their home places in Appalachia to migrate to industrial centers in search of jobs. Many became long-time dwellers in the urban underclass. Others who found secure employment struggled with questions of identity and cultural negation and continued to consider their rural origins as "home." This book examines the view of urban Appalachians as a distinct ethnic describes the goals and workings of the program, and features in-depth perspectives of three exemplary community-based student projects: (1) "Bacterial Counts in Undercooked Hamburger"; (2) "Hike for a Healthy Heart"; and (3) "Is There Too Much NOx in the Air We Breathe?" (Contains 16 references.) (WRM)

ED 443 665   SE 063 655

Beeth, Michael E.; Cross, Linda; Pearl, Christy; Pirro, Janice;
  Yagnesak, Kara; Kennedy, Janette
A Continuum for Assessing Science Process Knowledge in Grades K-6.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Academic Standards; Elementary Education;
  *Evaluation Methods; *Evaluation Needs; Evaluation Problems;
  Science Education; *Science Process Skills; Scientific
  Literacy; Scientific Methodology
IDENTIFIERS- National Science Education Standards

Assessment of elementary school students' knowledge about science is essential. Despite the existence of curricular materials and assessment tools for science content and concepts at all grade levels, there is very little information on how to assess the science process skills that students are expected to learn through science instruction. This paper describes the development of a framework for assessing science process skills among elementary school students. The assessment continuum was constructed by five elementary school teachers and one university science educator. Rubric sheets for assessing science process knowledge are appended. (WRM)

ED 443 666   SE 063 656

Beeth, Michael E.; McNeal, Betsy
Co-Teaching Science and Mathematics Methods Courses.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Elementary Education; Higher Education;
  Instructional Effectiveness; *Integrated Curriculum;
  *Interdisciplinary Approach; *Mathematics Education; Program
  Development; *Science Education; *Teacher Education; Teaching
  Methods

This paper describes attempts to explore a variety of questions about ways to integrate mathematics and science methods courses for preservice elementary teachers. Questions include: Are there principles of integration that can be used when planning the integration of courses? How might these principles help prospective teachers think about teaching in an integrated fashion? When and in what ways is integration appropriate? and What roles do the strengths of our individual courses play in an integrated structure? Two professors recounted their experiences in defining math and science with their co-taught class. (WRM)

ED 443 667   SE 063 670

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Biology; *Ecology; *Estuaries; *Field Trips; Habitats; Middle Schools; Plants (Botany); Science Instruction; Teaching Guides
IDENTIFIERS- *Chesapeake Bay; Environmental Protection Agency

This environmental education teaching guide for middle school teachers features information on the National Estuarine Reserve System in Maryland. Pre-trip field activities, field trip activities, and post-trip activities are discussed, and a list of useful resources and organizations is provided. Reproducible handouts are included throughout the guide. (Contains 47 references.) (YDS)

ED 443 693 SE 063 845

Peters, Richard Oakes
Helping Students Develop a 21st Century Environmental & Social Ethic.
PUB DATE- 00
NOTE- 255p.; A project of the ECO/SOCIAL Studies Network.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship; Critical Thinking; Decision Making; *Ecology; Elementary Secondary Education; Environmental Education; *Ethics; Extracurricular Activities; *Interdisciplinary Approach; Lesson Plans; Problem Solving; *Social Studies

This document presents an interdisciplinary curriculum in ecology and social studies for the K-12 grade level. Topics include: (1) A Model Strategy; (2) Participatory Citizenship; (3) Graphic Studies; (4) Globescope Matrices; (5) Nurturing an Environmental and Social Ethic; (6) Unit Outline; and (7) Lesson Design Format. Ecology lesson plans are as follows: (1) Flora and Fauna; (2) Sensing the Lifespace Environment; (3) Introduction to Ecology; (4) Defining the Environment; (5) Natural Resources; (6) Nature in Art, Music, and Literature; (7) Earth's Carrying Capacity; (8) Habitat and Species; (9) Biome: Deserts; (10) Biome: Mountains; (11) Biome: Rainforests; (12) Biome: Wetlands; (13) Environmental Engineering; (14) Pollution; (15) Land Use: Policies and Practices; (16) Sustainable Development; (17) Conservation and Stewardship; and (18) Understanding the Hydrosphere. (YDS)

ED 443 694 SE 063 846

Langbort, Carol, Ed.; Curtis, Deborah, Ed.
Mathematics Education.
PUB DATE- 00
NOTE- 108p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; *Evaluation; Higher Education; *Mathematics Curriculum; *Mathematics Instruction; Middle Schools; *Problem Solving; Teacher Attitudes

The focus of this special issue is mathematics education. All articles were written by graduates of the new masters Degree program in which students earn a Master of Arts degree in Education with a concentration in Mathematics Education at San Francisco State University. Articles include: (1) "Developing Teacher-Leaders in a Masters Degree Program in Mathematics

Biology 242--Human Anatomy at Southern University (Louisiana). Sections include: (1) Descriptive Information; (2) Specification of Course Goals and Objectives; (3) Readings; (4) Description of Instructional Procedures; (5) Course Requirements; (6) Course Schedule; (7) Evaluation of Students and Grading System; and (8) Orientation and Introduction to Anatomical Terminology. The following systems are covered in a complete class outline: (1) Integumentary; (2) Skeletal; (3) Joints; (4) Muscular; (5) Nervous; (6) Eye and Ear; (7) Respiratory; (8) Blood; (9) Cardiovascular; (10) Lymphatic; (11) Digestive; (12) Urinary; (13) Reproductive; and (14) Endocrine. (YDS)

ED 443 715   SE 063 937

Jacob, Willis H.; Carter, Robert, III
The Anatomy Puzzle Book.
PUB DATE- 00
NOTE- 61p.; For related document by the first author, see SE 063 936.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anatomy; *Biology; Cardiovascular System; Eyes; Higher Education; Muscular System; *Puzzles; Scientific Literacy; Skeletal System; Vocabulary
IDENTIFIERS- Digestive System; Endocrine System; Nervous System; Urinary System

This document features review questions, crossword puzzles, and word search puzzles on human anatomy. Topics include: (1) Anatomical Terminology; (2) The Skeletal System and Joints; (3) The Muscular System; (4) The Nervous System; (5) The Eye and Ear; (6) The Circulatory System and Blood; (7) The Respiratory System; (8) The Urinary System; (9) The Reproductive System; and (10) The Digestive System. Puzzle solutions are also included. (YDS)

ED 443 716   SE 063 938

Gomez, Cristina
Examining Relationships between Students' Solution Strategies, Algebraic Reasoning, and Achievement.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Algebra; Elementary Secondary Education; *Evaluation Methods; Mathematics Achievement; *Mathematics Instruction; Measures (Individuals); *Scoring

This paper presents the results from a paper-and-pencil instrument designed to elicit students' thinking about the rate of change in particular situations. A scoring rubric was designed to classify students' solution strategies to algebra problems. The purpose of the study was to validate the results in different ways. First, the results from this scoring system were compared with students' performance on the initial instrument and students' performance on a different test. Later, the same instrument was given to another group of students and their responses were scored using the same system.

(055)
DESCRIPTORS- *Banking; Curriculum Enrichment; *Economics; Foreign Countries; *International Trade; *Quotas; Secondary Education; Social Studies
IDENTIFIERS- Federal Reserve System; *Foreign Currency Exchange; Historical Background; *Tariffs; Trade Negotiations

This comic-style booklet is one of a series of educational booklets published by the Federal Reserve Bank of New York. The booklet uses everyday language and lively illustrations to explain the benefits of international trade; the effects of tariffs and quotas; the significance of foreign exchange rates; how the foreign exchange market facilities trade; and why central banks sometimes intervene in the foreign exchange market. It provides, in narrative format, a historical context for the beginnings of world trade and defines or explains relevant terms used in international trade. (BT)

ED 443 739 SO 030 656

Adler, Susan; Confer, B. J.
A Practical Inquiry: Influencing Preservice Teachers' Beliefs toward Diversity and Democracy.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (78th, Anaheim, CA, November 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Decision Making; *Democracy; *Diversity (Student); Higher Education; Inquiry; *Methods Courses; *Preservice Teachers; Qualitative Research; *Social Studies; Teacher Education
IDENTIFIERS- Teacher Beliefs Study; Teaching Perspectives; Teaching Research

This qualitative study examined how a methods class focusing on beliefs about teaching for democracy in a diverse society influences the beliefs and pedagogical decision making of a group of preservice teachers. This inquiry, a 2-year study of preservice social studies teachers, encompassed their social studies methods course, student teaching experience, and first year of employment as teachers. Specifically, researchers looked at beliefs and actions toward student diversity, teaching "others," and teaching social studies aimed at enabling young people to be informed participants in a democratic society. Contains 3 tables and 18 references. Appended is the course syllabus. (BT)

ED 443 740 SO 030 985

Hall, Randy L., Ed.
The Composer's World from Sketch to Score. LinkUp! 1998-99 Teacher's Guide.
PUB DATE- 98
NOTE- 172p.; Made possible in part by public funds from the Natural Heritage Trust and other sponsors.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Elementary Education; Interdisciplinary Approach; *Language Arts; *Music Activities; *Music Education; *Musical Composition; Student Educational

ED 443 761 SO 031 848

Maryland State Content Standards: Social Studies.
PUB DATE- 00
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Anthropology; Economics; Elementary Secondary Education; Geography; History; Learning Processes; Political Science; *Public Schools; *Social Studies; Sociology; *State Standards; Student Educational Objectives; *Thinking Skills
IDENTIFIERS- *Maryland

Social studies should be viewed as a major subject matter area in kindergarten through eighth grade, and in specific courses in high school. Students should develop the knowledge and skills to understand and cope with change, resolve conflict, analyze issues, and appreciate diversity in a representative democracy. By the time Maryland students graduate from high school, they will have studied their fellow citizens, peoples of the world, and themselves through the following learning perspectives: (1) the spatial perspective (how people locate themselves in the world with respect to their interaction with the natural environment); (2) the chronological perspective (the causes and consequences of events); (3) the individual perspective (how individuals make decisions to meet their personal needs); (4) the organizational perspective (how people organize themselves into groups to meet their collective needs); and (5) the comparative perspective (how individuals, groups, societies, and cultures are similar and different throughout the world). In order to facilitate this learning process, students will draw from a number of disciplines that make up the subject matter of the social studies. This subject matter includes history, geography, economics, political science, sociology, and anthropology. The study of the five perspectives allows for understandings to develop in an integrated way across these disciplines, enabling both a broad and deep understanding of people. (BT)

ED 443 762 SO 031 850

Hirzy, Ellen Cochran
To Listen and To Lead: A Blueprint for the Future.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Resources; *Cultural Centers; Educational Facilities; Mission Statements; *Museums; Resource Centers
IDENTIFIERS- *Institute of Museum and Library Services

This "blueprint for the future," a statement of affirmation and aspiration, centers on five guiding principles for the federal Office of Museum Services (OMS) within the Institute of Museum and Library Services (IMS), with some specific steps for putting the principles into action. The blueprint speaks of the Institute of Museum and Library Services's history of effectiveness in supporting museums and sees great promise in the Office of Museum Services's future. It cites as the five guiding principles for OMS action in the future: (1) reaffirm the historical emphasis of IMS support for museums; (2) promote topic, "Assessment and Accountability," includes "Assessing Student Learning"; "Benchmarking Performance and Progress"; "National Testing"; and "Accountability Issues." The fifth section, "Teaching," includes "Teacher Standards and Assessments" and "Teacher Preparation, Licensure, and Professional Development." (SM)

ED 443 783 SP 039 330

Serpell, Zewe
Beginning Teacher Induction: A Review of the Literature.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; College Role; *College School Cooperation; Elementary Secondary Education; Higher Education; Mentors; *Partnerships in Education; Released Time

This paper presents a general overview of the literature on beginning teacher induction as it has evolved over the last 3 decades, highlighting characteristics, extent, and perceived value of induction. The paper also describes successful programmatic features, gaps in the literature, and future trends in induction. After offering a brief history and definition of induction, the paper focuses on the basic components of induction, which include: general orientation meeting prior to the beginning of the school year; provision of printed materials regarding all aspects of school functioning; training on curriculum and effective teaching practices and opportunities to observe and be observed; mentorship; and release time and/or reduction in teaching load. Mentoring and release time are the most critical components. Evaluation and assessment of induction programs is very important. Characteristics of successful induction programs include: a coherent structure; structured mentoring; formative assessment; and sufficient fiscal resources and political support. University involvement in the post-university experiences of beginning teachers is particularly important (e.g., fifth-year internships and current induction programs), though research shows that less than half of local school systems have formal agreements for induction with schools, colleges, and departments of education. (Contains 90 references.) (SM)

ED 443 784 SP 039 333

Hyerle, David
A Field Guide to Using Visual Tools.
PUB DATE- 00
NOTE- 160p.; For related document on visual tools, see ED 399 257.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brain; *Brainstorming; Cognitive Mapping; Cognitive Processes; Computer Software; *Computer Uses in Education; Constructivism (Learning); Elementary Secondary Education; Higher Education; Information Processing; Learning Strategies; Metacognition; Reading Comprehension; Reading Instruction;

way to meet the unique needs of specialist and itinerant teachers who participate in induction programs. (Contains 11 references.) (SM)

ED 443 804 SP 039 361

Torreano, Joanna Montagna
500 Questions and Answers for New Teachers: A Survival Guide.
PUB DATE- 00
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; Boards of Education; Children; Childrens Literature; Classroom Techniques; Cognitive Style; Computer Uses in Education; Discipline; Educational Games; Elementary Secondary Education; Field Trips; Homework; Parent Teacher Cooperation; Reading Instruction; School Safety; Special Education; Spelling; Student Behavior; Student Evaluation; Substitute Teachers; Teacher Administrator Relationship; Teacher Responsibility; *Teacher Student Relationship; Time Management; Unions; Worksheets; Writing Instruction

This book presents tips, in the form of questions and answers, to help beginning teachers feel less isolated. There are six sections. "Getting Your Act Together" includes "What To Do Before School Opens"; "The First Day of School"; "Open House"; "Goal Setting"; and "Last Day of School." "Getting To Know You" includes "Administrators"; "Board of Education"; "Parents"; "School Related Personnel"; "Teacher's Union"; and "Substitute Teacher." "Getting To Know Your Students" includes "Younger Children"; "Older Children: Grades 4-5 Transitioning to Grade 6"; "Ways of Learning"; and "Special Education Students." "How To Help Students Succeed" includes "Writing and Spelling"; "Worksheets"; "Testing"; "Reading"; "Children's Books"; "Homework"; "Games"; "Field Trips"; "Computers"; and "Family Suggestions." "How To Keep Your Stress Down" includes "Classroom Management"; "Discipline and All That Jazz"; "Time Management"; "Safety"; "Preparation and Lunch Period"; "Organizational Skills"; and "Documentation." "The Finale" includes "Top Ten No-No's"; "Final Word: Top 10 Do's"; "Don't Give Up: It Gets Easier"; "Games Appendix"; "Reading and Writing References"; and "Additional Suggested Readings." (SM)

ED 443 805 SP 039 362

Teitel, Lee
Assessment: Assessing the Impacts of Professional Development Schools. AACTE Professional Development School Practice Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 77p.; Written with Ismat Abdal-Haqq.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Evaluation Methods; Higher Education; Partnerships in Education; Preservice Teacher Education; *Professional

secondary education, and 32 countries plan to take part in the PISA assessments. This document provides the conceptual framework on which the PISA 2000 assessment is based. It defines the domains of reading literacy, mathematics literacy, and scientific literacy forming the core of PISA in terms of the content that students need to acquire, the processes that need to be performed, and the contexts in which knowledge and skills are applied. It also describes the methods used to ensure that the assessment tasks are valid across countries, strong at measuring relevant skills, and based on authentic life situations. Two appendixes contain a list of the expert group members and a discussion of considerations for future survey cycles of the OECD/PISA. (Contains 20 figures and 53 references.) (SLD)

ED 443 823 TM 031 224

Education Policy Analysis, 1999: Resources for Lifelong Learning, Early Childhood Education and Care, Technology in Education, Tertiary Education.
PUB DATE- 99
NOTE- 99p.; Published in French under the title "Analyse des Politiques d'Education."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Early Childhood Education; *Educational Policy; Educational Technology; Elementary Secondary Education; Foreign Countries; International Education; *Lifelong Learning; Policy Formation; *Postsecondary Education
IDENTIFIERS- Organisation for Economic Cooperation Development

In its Program for International Student Assessment (PISA), the Organisation for Economic Co-Operation and Development is developing an instrument to compare across countries the quality of outcomes produced by schools. This document explores some issues related to academic achievement. Chapter 1, "Resources for Lifelong Learning: What Might Be Needed and How It Might Be Funded," considers projections of growth in participation in formal education and training to meet lifelong learning targets and the implications for educational costs. Chapter 2, "Early Childhood Education and Care: Getting the Most from the Investment," explores policy options to secure the benefits of early childhood education and care. Chapter 3, "Technology in Education: Trends, Investment, Access, and Use," discusses uses of information and communication technologies in education. Chapter 4, "Tertiary Education: Extending the Benefits of Growth to New Groups," explores tracking participation from under-represented groups in tertiary education. A statistical appendix contains data for the figures. (Contains 11 boxes, 22 figures, and 7 tables.) (SLD)

ED 443 824 TM 031 306

Christmann, Edwin P.; Badgett, John L.
A Four-Year Analytic Comparison of Eleventh Grade Academic Achievement in the Slippery Rock Area High School, and District Pupil Expenditures. A Report Presented to the Slippery Rock School District's Board of Directors and the Pennsylvania Department of Education, Educational Measurement and Evaluation Division. Technical Report.
PUB DATE- 00
NOTE- 16p.

training course and curriculum; (3) specific curriculum models to integrate technology into the classroom; (4) mentoring and support; (5) structural changes; and (6) trained teachers. Findings are based on site visits, a teacher questionnaire completed by 96 teacher mentors, and focus groups of teachers. The first-year evaluation has produced a number of significant findings that are being used to improve the program and extend its activities. (Contains 2 figures and 25 references.) (SLD)

ED 443 843   TM 031 488

Ediger, Marlow
University Student's Assessment of Instruction.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; College Students; Higher Education; Instructional Effectiveness; *Student Evaluation of Teacher Performance

This paper explores ways to improve assessments of college faculty by students and ways to improve instruction in higher education. Each university should develop its own assessment form, drawing heavily on the input of instructors. It is suggested that a committee of students assess the instructor, with the committee identified for accountability purposes. Students should be required to provide evidence or documentation for the reason a certain rating was given for an item on the assessment form. If serious problems are found, the instructor should be assessed more frequently. Additional assessments could come from university colleagues of the instructor. Ways to improve university instruction could include requiring each instructor to submit a teaching plan. Workshops can be held to stress the importance of instruction, and faculty should make specific efforts to attend professional meetings. Other things that can help an instructor improve his or her performance are attending continuing education classes, doing research, and viewing videotapes of one's own instruction. Participating in team teaching, conducting clinical teaching exercises, meeting with department colleagues, and focusing on the community of learners are other steps that should improve the quality of instruction. (SLD)

ED 443 844   TM 031 489

Ediger, Marlow
Assessment in the Mathematics Curriculum.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Criterion Referenced Tests; Evaluation Methods; *Mathematics Achievement; Norm Referenced Tests; Performance Based Assessment; *Portfolio Assessment; *Standardized Tests; *Student Evaluation

The assessment of student achievement in mathematics is discussed. Different approaches should be used to ascertain student achievement of objectives in the mathematics curriculum. Some methods are subjective, such as rating scales, and these can be very useful. Among more objective approaches

DESCRIPTORS- Charter Schools; Educational Finance; Elementary Secondary Education; Institutional Characteristics; *Profiles; *Public Schools; School Districts; *School Statistics; *Student Characteristics; Tables (Data); Teacher Characteristics
IDENTIFIERS- *Texas

This publication provides a detailed look at public education in Texas for the 1998-1999 school year. It provides the basic information needed to examine the differences among school districts and to assess their relative strengths and weaknesses. "Snapshot '99" begins with an overview of education at the state level, followed by the predominant content of the book, the "Detailed Statistics" section. This section contains 87 different items of information for the state, regions within the state, and each of the 1,042 school districts in Texas, as well as information for the state's 61 charter schools. The 87 items provide information on student demographics and performance, staff characteristics, and school district finances. For 1998-1999, the longitudinal dropout rate and the completion rate have been added to the indicators described; the number of regular high school students and the 5-year percentage change in total students have been dropped. Five appendixes include definitions of the data items, a bibliography, a list of data sources, endnotes, and a school district listing. (Contains 28 exhibits and the statistical details in table form.) (SLD)

ED 443 865 TM 031 510

Linn, Robert L.
Assessments and Accountability. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 38p.; Based on a paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Accountability; *Educational Change; Elementary Secondary Education; *High Stakes Tests; Models; *Student Evaluation; *Test Use
IDENTIFIERS- *Reform Efforts

Uses of tests and assessments as key elements in 5 waves of educational reform during the past 50 years are reviewed. These waves include the role of tests in tracking and selection emphasized in the 1950s, the use of tests for program accountability in the 1960s, minimum competency testing programs of the 1970s, school and district accountability of the 1980s, and the standards-based accountability systems of the 1990s. Questions regarding the impact, validity, and generalizability of reported gains and the credibility of results in high-stakes accountability uses are discussed. Emphasis is given to three issues of currently popular accountability systems. These are: (1) the role of content standards; (2) the dual goals of high performance standards and common standards for all students; and (3) the validity of accountability models. Some suggestions for dealing with the most severe limitations of accountability are provided. (Contains 8 figures, 1 table, and 43 references.) (Author/SLD)

ED 443 866 TM 031 511

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Curriculum Development; Evaluation Methods; *Faculty Development; Higher Education; Program Development; Workshops

This study addressed the challenges of developing a faculty professional development workshop on assessment, measurement, and evaluation of achievement in adult learners. The setting for the workshop was a system of postsecondary career colleges throughout the United States. The curriculum development model of D. Kirkpatrick (1994) was used as a tool to guide the decision-making process. Prior to the workshop, a needs assessment including trainers, clients, and managers was conducted to determine the framework of the program. Instructional objectives were established based on the content identified in the needs assessment. Following a review of instructional objectives, the workshop addressed assessment techniques in the cognitive, affective, and psychomotor domains of learning. Both formative and summative evaluations provided feedback on the workshop. An appendix contains the faculty needs assessment questionnaire. (Contains 16 references.) (Author/SLD)

ED 443 887   TM 031 532

Tomoff, Joan; Thompson, Marilyn; Behrens, John
Measuring NCTM-Recommended Practices and Student Achievement with TIMSS.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Practices; Factor Analysis; International Studies; *Junior High School Students; Junior High Schools; *Mathematics Achievement; Mathematics Education; Mathematics Tests; *Performance Factors; Secondary School Teachers; *Teacher Effectiveness
IDENTIFIERS- *National Council of Teachers of Mathematics; *Third International Mathematics and Science Study

Data from Population 2 of the Third International Mathematics and Science Study (TIMSS) were used to explore relations between teacher classroom practices and student achievement. The sample consisted of 3,400 students and their 319 teachers. Principal components analysis focused classroom practices into four factors: (1) project creation; (2) group work; (3) drill and practice; and (4) textbook use. Hierarchical linear models were estimated to evaluate relationships between these factors and student mathematics test scores. Frequencies of project creation and of group work, two practices recommended by the National Council of Teachers of Mathematics (NCTM), were unrelated to scores on both a problem-solving subtest and the entire mathematics achievement test. Among the more traditional practices, the drill and practice factor had a negative relationship with overall test score, while working from a textbook was positively related to overall achievement. A student-level variable, highest parental educational attainment, was the strongest predictor of achievement scores. (Contains 5 tables and 16 references.) (Author/SLD)

ED 443 888   TM 031 533

collected from a stratified sample of 10 high schools in the Diocese of Cleveland, Ohio. Most of the 1,843 parents who responded were white, with an average family income of $40,000. Structural equation modeling was used to test theoretical models assessing the relationships among the variables. Findings show that parents' choosing the schools for religious or values-related reasons predicts neither their financial support for the school nor their engagement in volunteer activities in them. Findings do suggest the importance of parent views of school quality and parent characteristics, of which family income was the greatest contributor to predicting school financial support. These results add to the body of financial research on Catholic schools by documenting a customer satisfaction relationship between the schools and their clients. Appendixes contain a correlation matrix, and the variables from the parent questionnaire. (Contains 4 tables, 2 figures, and 22 references.) (SLD)

ED 443 907 UD 033 687

Carnevale, Anthony P.; Fry, Richard A.
Crossing the Great Divide: Can We Achieve Equity When Generation Y Goes to College? Leadership 2000 Series.
PUB DATE- 00
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Asian American Students; Black Students; Census Figures; *Enrollment; *Equal Education; *Higher Education; Hispanic American Students; *Minority Groups; Undergraduate Students
IDENTIFIERS- *Generation Y

This report synthesizes the available information on impending state demographic changes and their implications for the volume and diversity of undergraduate enrollment for each state. Projections derived from U.S. Census figures are that, between 1995 and 2015, the number of undergraduates will grow by 19%, to about 16 million. Contributing to this increase will be the arrival on campus of children born to post-World War II baby boomer parents, "Generation Y." Enrollments will also increase because of returning adults, enrollments of foreign students, and modest improvements in the readiness of U.S. youth to do college work. By 2015, 80% of the 2.6 million new students will be minorities: African American, Hispanic, and Asian/Pacific Islander. Minority enrollment will be about 37.2%. The increase among African Americans will be modest, but Asian Americans on campus will increase dramatically, as will Hispanic Americans. The percentage of white students on campus is expected to fall by 7.8 percentage points. In the District of Columbia and Hawaii, California, and New Mexico, minority undergraduates will exceed whites in 2015. Nevertheless, the share of 18-to-24-year-old African American and Hispanic undergraduates will still be smaller than their proportions in the same age group overall. Closing the remaining gap in minority undergraduate enrollment should be a high national priority. (Contains 45 references.) (SLD)

ED 443 908 UD 033 689

Profiles in Organizational Effectiveness for Nonprofits: Improving the Lives of Children, Youth and Families in Kansas City's Urban Core.

PUB DATE- 00
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Census Figures; *Death; *Ethnic Groups; Infants; *Minority Groups; *Mortality Rate; Tables (Data)

This report presents final 1998 data on U.S. deaths and death rates according to demographic and medical characteristics such as age, sex, race, Hispanic origin, marital status, educational attainment, injury at work, state of residence, and cause of death. Trends and patterns in general mortality, life expectancy, and infant and maternal mortality are also described. In 1998, 2,337,256 deaths were reported in the United States, but the age-adjusted death rate for the United States decreased to an all-time low of 471.1 deaths per 100,000 standard population, and life expectancy at birth increased to a record high of 76.7 years. Overall improvements in general mortality and life expectancy in 1998 continue the long-term downward trend in U.S. mortality. Of note is the fact that the age-adjusted death rate for the Hispanic population decreased. It is also noted that higher educational attainment is associated with markedly lower risk of death. Persons with less than 12 years of education had the highest age-adjusted death rates, while those with 13 years or more of education had the lowest. (Contains 32 tables and 53 references.) (SLD)

ED 443 929 UD 033 713

Czerwinski, Stanley J.
Homelessness: HUD Funds Eligible Projects According to Communities' Priorities. Report to Congressional Requesters.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Aid; *Financial Support; Grants; *Homeless People; Needs Assessment; Program Development; *Selection
IDENTIFIERS- *Department of Housing and Urban Development

In response to a Congressional request, the General Accounting Office studied the process that the Department of Housing and Urban Development (HUD) uses to select projects for the homeless for funding, whether this process is consistent with statutes and community priorities, whether communities face any common problems when applying for HUD funds, and the actions needed to correct any problems. Study results, using data from many sources, indicate that HUD selects projects for funding on the basis of a three-step process that is consistent with statutory requirements, and it does not distinguish between new and renewal projects. Most projects that communities ranked as high priority received funding in 1998 and 1999, and most applicants understood how to apply for HUD grants. More than one-third of communities, however, had difficulty in understanding all requirements or completing the paperwork. Community representatives identified some problems related to securing funding, and suggestions are made to remedy these problems. Four appendixes contain a description of HUD's homeless assistance programs, data on HUD competitions and the process for determining homeless assistance need, and comments on this report from HUD. (SLD)

Futures (of Society); Government Publications; *Information Centers; *Information Services; Internet; Partnerships in Education; Surveys; Use Studies; *Users (Information)
IDENTIFIERS- *Educational Information; *ERIC; ERIC Clearinghouses

This 2000 annual report, summarizing the accomplishments of the Educational Resources Information Center (ERIC) system in 1999, begins with a section that highlights progress towards meeting goals, as well as selected statistics. The second section, comprising the bulk of the report, provides an overview of ERIC, including the ERIC database, user services, publications and products, ERIC on the Internet, special projects, outreach and training, and partnerships. Results of two surveys of ERIC customers conducted in 1999 are summarized in the third section; these surveys include an AskERIC user survey showing the types of users who contacted the AskERIC electronic question-answering service and the ERICNews survey showing the professions of subscribers to the ERICNews electronic newsletter. The next section provides an ERIC system directory, and highlights of the ERIC budget are listed in the final section. The ERIC mission, audience, and goals are highlighted on the front inside cover. (AEF)

ED 443 429 IR 057 845

Rudner, Lawrence
Who Is Going To Mine Digital Library Resources? And How?
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Electronic Libraries; Information Literacy; *Information Scientists; *Information Seeking; Internet; *Online Searching; Professional Personnel; *Search Intermediaries; Search Strategies; Users (Information)
IDENTIFIERS- ERIC; ERIC Clearinghouse on Assessment and Evaluation

As use of the Internet grows as a research tool, patrons have become increasingly less dependent on librarians and other expert intermediaries. Examining the quality of on-line searches, this paper argues that researchers and other Internet users do not look for and hence do not find the best resources. For two days in early November 1998, all patrons wanting to search the ERIC database installed at the ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) Web site were required to complete a 10-item background questionnaire. For each patron, the following information was tracked: maximum number of "OR's" in their searches as measure of search quality; number of queries per session; whether they used the thesaurus or free-text search engine; number of hits examined; and amount of time devoted to searching the ERIC database per session. The paper concludes that ready access to resources can lead to decreased research quality and ill-informed practice. Digital resources must be developed with expert intermediaries and contain pre-selected resources if they are to be of service. (Contains 11 references.) (AEF)

ED 443 430 IR 057 862

Nussbaum, Ruth, Comp.; O'Connor, Catherine, Comp.; Herndon, James, Comp.; Emanuel, Shirley, Comp.
Bibles and Other Sacred Writings in Special Media. Reference Circular.
PUB DATE- 99
NOTE- 53p.

system will be established to ensure that expectations for programs and purposes for services are met. Partnerships will be enhanced by raising awareness throughout the broader community of opportunities for partnering with the college. In addition, college expertise will be directed into an applied research strategy that focuses on problem solving for business and industry. Finally, a comprehensive human resources strategy linked to institutional goals will be developed. (VWC)

ED 443 450 JC 000 471

Striplin, Jenny Castruita
Transfer Assembly, 1999.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Conference of the Council for the Study of Community Colleges (42nd, Washington, DC, April 7-8, 2000) and the Annual Convention of the American Association of Community Colleges (Washington, DC April 8-11, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *College Transfer Students; *Community Colleges; *Enrollment; Higher Education; Student Educational Objectives; *Transfer Rates (College)
IDENTIFIERS- *Center for the Study of Community Colleges CA

For the past 10 years, the Center for the Study of Community Colleges has been tracing the rate of transfer from the two-year colleges to four-year colleges and universities across the nation. In order to derive a transfer rate, the number of students enrolled at the college, subdivided according to certain criteria, must be divided into the number who matriculate at the senior institutions. In the past, individual college, university systems, and state agencies have provided the data; however, for the 1999 Transfer Assembly, data were exclusively provided by state agencies. Thirteen states, which included 345 colleges, participated in the 1999 Transfer Assembly. Of the students who entered in 1993 with no prior college experience, 50.7% completed 12 credits at the community college and, of that group, 23.4% transferred to an in-state, public university within four years by fall 1997. These results are consistent with previous years' studies, which ranged from 21.5% to 23.7%. This project has continued to reaffirm that about 22% of the students who begin their postsecondary studies at a community college and complete at least four credit courses at that institution enroll in a public in-state four-year college or university within four years. These consistent findings demonstrate that community colleges are effectively serving as the main point of entry to postsecondary Education for a sizable percentage of students. (VWC)

ED 443 451 JC 000 472

Oromaner, Mark
Hudson County Community College Credit Student Enrollment Projections, 1999/00-2009/10.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

grievance procedures, no chance to be confronted by one's accusers, and no neutral arbitrator is assigned. This leaves the employee with only two courses of appeal: file a grievance after the fact, which typically will be reviewed by the same people who authorized the termination, or start a legal action against the institution. Those without collective bargaining agreements have even less protection. Tenure, in its present precarious state, keeps the production of scholarly work at the maximum while offering a minimum of actual incentives. (JA)

ED 443 470 JC 000 495

Community Survey, Fall 1998.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Role; *Community Attitudes; Community Colleges; *Community Surveys; Institutional Environment; *Institutional Mission; Role of Education; *School Community Relationship
IDENTIFIERS- *Truckee Meadows Community College NV

The report provides the methodology and results of a survey conducted to measure the attitudes and opinions of the community in which Truckee Meadows Community College (TMCC) (Nevda) is located. The members of Western Industrial Nevada (WIN) were surveyed as a proxy for community opinion, with the following objectives in mind: validate the institutional mission; obtain input regarding the relevance of programs and services; and access the communities' opinion of the educational atmosphere at TMCC. Respondents cited the following indicators as the most important components of a community college's mission: offering programs and services to prepare students for immediate employment; offering courses and programs for citizens to enhance or upgrade their job skills; offering associate degree programs so that students can transfer to a four-year college. Respondents indicated that the most important educational and instructional components for a college to provide are as follows: a curriculum that adequately responds to social changes (i.e. technological advances, changing job market), workforce education and training programs that are highly accessible to business and industry, and faculty that make a strong effort to help students succeed academically. When asked to indicate their feelings about TMCC, respondents ranked high "Reputation" and "relaxed atmosphere" while "flexibility" and "cost" were placed low on the scale. (JA)

ED 443 471 JC 000 496

Non-Returner Survey, Fall 1998.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Community Colleges; *Dropout Rate; *Enrollment; *School Holding Power; Student Attitudes; *Student Attrition; Student Experience; Student Surveys; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Truckee Meadows Community College NV

This report presents the findings of a non-returner survey, which was developed to elicit information from students who enrolled

Academic Program Planning and Approval Process.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *College Programs; *Community Colleges; *Educational Planning; *Program Development; Program Proposals; Program Termination; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Community Technical Colleges of Connecticut

This report provides information on the guiding principles and requirements for academic program development in the Connecticut Community-Technical Colleges. Any program development needs to be tied to the system mission. The origins of program development should continue to build on the strength of local college initiatives where perceived community need and student interest are felt most directly. Plans to establish a new associate degree or certificate program or program option are reviewed by various individuals and groups for the purpose of verifying need for the curriculum and assessing its quality and integrity. Board of Governor's requirements specify that the program proposal summary for all degree programs must be circulated for a month. Board of Trustees' policy stipulates that certificate programs require less than the minimum number of semester hours established for associate degree programs and generally heavily emphasize skills required for employment. Preliminary program announcement should list the objectives of the new certificate program or option, courses in the proposed program, new resources required, and expected starting date. Proposals to modify a program require favorable review by the Academic Policies and Student Affairs Committee and approval of the Board of Trustees. Approved proposals to terminate programs must be provided to the Department of Higher Education. Eleven attachments are appended. (JA)

ED 443 492 JC 000 536

A Resource List of Success Indicators.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Community Colleges; Institutional Evaluation; Institutional Mission; *Institutional Research; Performance; Program Evaluation; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Community Technical Colleges of Connecticut

In January 1997 the Institutional Research Council of the Connecticut Community-Technical Colleges was charged with developing a model for measuring system performance of the colleges. This document reflects Phase I of the process. Effective institutional research (IR) looks at resources, processes, and outputs for learners, programs, the institution, and other stakeholders as well as the interaction among them. This model better enables IR to move beyond "bean counting" to a comprehensive understanding of the college it supports. IR does this by systematically investigating how resources and processes affect outputs at the various levels of the college and/or system. The council identified 15 system performance at home. However, family problems in this population were still obvious compared to families and children not referred for care. (Contains 23 references.) (KB)

ED 443 512   PS 028 492

Netherlands Institute of Care and Welfare/NIZW: Source of Knowledge and Inspiration.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; *Child Welfare; *Children; Day Care; Foreign Countries; Intervention; Organizations (Groups); Philanthropic Foundations; Prevention; Program Descriptions; *Public Policy; *Social Action; Social Planning; Social Problems; Unemployment
IDENTIFIERS- Netherlands

Playing an important role in developing new social policies and introducing new methods, the Netherlands Institute of Care and Welfare (NIZW) is an independent foundation funded by a combination of private and public monies to conduct research and to develop and implement programs in five areas: (1) care and nursing; (2) organization of care; (3) youth care and welfare; (4) social policy; and (5) information and infrastructure. The NIZW care and nursing programs focus on: (1) home care, especially developing models for perception-oriented care, psychosocial problems of the chronically ill, and transfer of nursing home care; (2) family care, especially for families of chronically ill children; and (3) the use of volunteers, specifically developing a balanced volunteer policy and training programs. Organization of care efforts include experiments in community care, employment for individuals with disabilities, and policy development. Youth care and welfare programs include innovations in child day care and out-of-school care, prevention and early intervention programs, and curative youth care. Social policy efforts focus on developing tools with which municipalities and institutions can map the broad outlines of district and neighborhood social structures and for use in evaluation and as a basis for decision making as well as the implementation of pilot projects to improve the quality of life in local neighborhoods. The NIZW also houses four centers providing information and organization services in the care and welfare sectors. (KB)

ED 443 513   PS 028 540

After School Programming: PLAN IT! Indiana's Child Care Collection, Part I and Part II. Videotapes .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *After School Programs; Caregiver Child Relationship; Childhood Needs; Children; Cooperation; Early Adolescents; Elementary Education; *Extracurricular Activities; Inclusive Schools; Labor Turnover; Latchkey Children; Parent Participation; Partnerships in Education; Professional

themselves and to apply the principles in a family setting. Chapter 1 presents information on the prevalence of violence, noting that children are both perpetrators and victims. Chapter 2 presents a rationale for examining one's values and how they affect children. Chapters 3 through 9 examine the values of personal responsibility, personal mission, sanctity of life, one's rights and well-being, others' rights and well-being, optimism, and integrity for coping in today's world. Each chapter includes exercises for increasing self-awareness and suggestions for applying the value to family life. Chapter 10 asserts that the value model presented in the book is a guideline for parents to change their family life for the better. Appended are sample resources for youth and families. (KB)

ED 443 531 PS 028 685

Evans, Judith L.
Early Childhood Counts: A Programming Guide on Early Childhood Care for Development. With CD-ROM . WBI Learning Resources Series.
PUB DATE- 00
NOTE- 425p.; Produced with Robert G. Myers and Ellen M. Ilfeld.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Child Health; Childhood Needs; Community Development; Delivery Systems; *Developing Nations; *Early Childhood Education; Evaluation Methods; Financial Support; Foreign Countries; Models; Needs Assessment; Optical Data Disks; Preschool Curriculum; *Program Administration; Program Budgeting; Program Costs; Program Design; *Program Development; Program Evaluation; Program Implementation; *Sustainable Development; *Young Children

Based on the view that the young child offers an entry point for broader social development, this programming guide engages parents and decision makers in constructive social planning and participation as they develop early childhood care for development (ECCD) programs to improve the care and conditions for children in developing countries. The book, plus the accompanying CD-ROM, provides an in-depth discussion of the preparation, planning, implementation, financing, monitoring, and evaluation of diverse ECCD programming strategies. The book is presented in seven sections: (1) "Setting the Stage: The Basics of Early Childhood Care for Development," defining ECCD, describing childhood needs and child development principles, and discussing early childhood programming principles; (2) "Needs Assessment," presenting steps to conduct a needs assessment; (3) "Setting Project Goals and Objectives," providing examples of goals and objectives and information on defining the population to be served; (4) "Making a Choice about Approach: A Menu of Options," detailing extensive program options and providing examples from programs worldwide; (5) "Putting the Pieces in Place: Creating the Infrastructure," providing guidance on program content, service delivery options, staffing, and support; (6) "Evaluation," including discussion of types of evaluation, developing a plan, identifying appropriate indicators, special issues in cross-

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Qualifications; Administrator Responsibility; Beliefs; Developmentally Appropriate Practices; Educational Practices; Educational Quality; Knowledge Level; *Play; Primary Education; *Principals; Qualitative Research

Noting that the quality of early childhood education (ECE) programs offered in public schools is directly affected by the understanding of and value placed on such a program by the building principal, this qualitative study examined principals' understanding and beliefs about children's play and its place in K-2 early childhood programs. Phase 1 of the study involved gathering group survey data on general beliefs about ECE. Findings from Phase 1 suggested that the administrators scored high on the developmentally appropriate practice scale (DAP) and low on the traditional practices (TRAD) scale. Phase 2 involved the selection of four participants representing four belief types: (1) low DAP, high TRAD beliefs; (2) high DAP, low TRAD; (3) high DAP, high TRAD; and (4) low DAP, low TRAD. Individual hour-long interviews were audiotaped and transcribed. The overriding theme emerging from the transcripts was that the principals overestimated their level of expertise about children's play and displayed unwarranted confidence in their ability to deal with issues regarding its role in ECE. Principals lacked relevant preparation and experience, lacked specific knowledge about play, and lacked understanding about its curricular role. (Contains 65 references.) (KB)

ED 443 550   PS 028 711

DeKeyrel, Angela; Dernovish, Julie; Epperly, Annette; McKay, Victoria
Using Motivational Strategies To Improve Academic Achievement of Middle School Students.
PUB DATE- 00
NOTE- 54p.; Master's Action Research Project, Saint Xavier University and SkyLight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Action Research; *Change Strategies; Classroom Research; Cooperative Learning; Intervention; *Learning Motivation; *Middle School Students; Middle Schools; Multiple Intelligences; *Student Improvement; *Student Motivation; Student Participation

This action research project sought to improve student motivation in order to increase academic performance among eighth graders in an urban community. Evidence of academic underachievement and lack of student participation was documented by means of teacher observations, incomplete and missing assignments, and student questionnaires. Student, parent, and teacher surveys were administered at the beginning of the 1999-2000 school year, and a modified version of the Motivated Strategies for Learning Questionnaire was also administered to measure students' motivation. Four major interventions were implemented: the requirement of an assignment notebook, increased parental awareness through academic progress reports, implementation of motivationally oriented content, and development of students' organizational and study skills. In addition, a variety of cooperative learning and social skill activities were incorporated. Post-intervention data indicated an overall improvement in many areas, including completion of homework, feelings about instructors, interest in class content, and academic achievement. The incorporation of girls. In 1995, white, non-Hispanic children were twice as likely as black, non-Hispanic children to have entered kindergarten late. Overall prevalence of kindergarten retention was similar for 1993 and 1995, affecting 6 and 5 percent, respectively. In terms of school performance and adjustment, in 1993, parents of children who had experienced delayed entry received less negative feedback from teachers on two of five indicators; in 1995, parents were less likely to report school performance problems on one of four indicators. Children who had been required to spend 2 years in kindergarten performed significantly worse than their first- and second-grade classmates on all 5 of the 1993 indicators and on 2 of the 4 indicators in 1995. Multivariate analysis of delayed entry, retention, and school performance indicated that when demographic, socioeconomic, and developmental factors were taken into account, the differences in school performance between delayed-entry students and other students was small but significant in 1993, but the differences were essentially eliminated in the 1995 data. The same was true for differences between students who had been retained and other students. (HTH)

ED 443 571   PS 028 734

Roberts, Joanne E.; Zeisel, Susan A.
Ear Infections and Language Development.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; Disease Control; Hearing (Physiology); *Infants; Language Acquisition; *Otitis Media; *Preschool Children; Preschool Education; *Prevention; *Symptoms (Individual Disorders)
IDENTIFIERS- *Ear Infections

Ear infections in infants and preschoolers can cause mild or moderate temporary hearing loss, which may in turn affect a child's ability to understand and learn language. Noting that providing children with proper medical treatment for ear infections or middle ear fluid is important in preventing possible problems with language development, this booklet is designed to inform parents and caregivers about how ear infections and middle ear fluid might affect a child's language and what they can do to help. The booklet discusses what it means when a child has an ear infection or middle ear fluid (called otitis media); how to identify symptoms and provide treatment; how ear infections can affect hearing and how to recognize if a child has a hearing loss; how ear infections can affect speech and language learning and where to go for help; and what milestones to look for in a child's language development from birth to age five. The booklet also contains tips for ear infection prevention, suggestions for helping a child learn language and early literacy skills, and resources for more information and help. (HTH)

ED 443 572   PS 028 735

Connecting Content, Teaching, and Learning. A Supplement to the Creative Curriculum R for Early Childhood, 3rd Edition.
PUB DATE- 00
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Classroom Environment; Curriculum Guides; Developmentally Appropriate Practices; Integrated Curriculum; Learning Centers (Classroom); Learning Processes; Objectives; Play; *Preschool Curriculum; Preschool Education; Standards
IDENTIFIERS- *Content Learning

The Creative Curriculum for early childhood education is a teaching framework that addresses children's emotional, cognitive, and physical development. This supplement to the Creative Curriculum is designed to enhance teachers' effectiveness in understanding how content is linked to teaching and learning in a developmentally appropriate curriculum and to explain to parents, administrators, funders, and the public how and what children are learning. Chapter 1 of the book, "Curriculum Goals and Objectives," defines the revised goals and objectives and shows what growth to expect in 3- to 5-year-olds, including those not at a typical level of development. Chapter 2, "How Content Standards Can Broaden Curriculum," provides an overview of key components of national and state standards in each subject area: literacy, mathematics, science, social studies, the arts, and technology. This chapter illustrates the connection between content standards and the goals and objectives, and gives examples of how teachers promote learning in the context of everyday classroom experiences. Chapter 3, "Returning to the Curriculum," focuses on the environmental approach to curriculum, offering concrete ideas on how to set up an environment and help children learn. This chapter also examines how teachers use interest areas and studies to promote learning, and how to individualize the curriculum. The supplement's five appendices include a copy of the curriculum goals and objectives, the Creative Curriculum developmental continuum, detailed information on gross motor development, a planning form for individualizing, and charts for aligning individual program requirements with the content standards and the Creative Curriculum. (KB)

ED 443 590 PS 028 753

LaForett, Dore R.; Watt, Norman F.; Diaz, Laura; McCullough, Judith; Barrueco, Sandra
Resilience and Reading Proficiency of Head Start Graduates in Inner-City Schools.
PUB DATE- 00
NOTE- 51p.; Paper presented at the Annual Head Start Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Correlation; Elementary School Students; Elementary Secondary Education; Inner City; *Outcomes of Education; Parent Child Relationship; Parent Influence; Peer Relationship; Preschool Education; Reading Ability; *Reading

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Anger; Change Strategies; Conflict Resolution; Elementary Secondary Education; *Group Counseling; High Risk Students; High School Students; Middle School Students; Nontraditional Education; *Relaxation Training; *Self Management; Student Reaction
IDENTIFIERS- *Self Awareness

This paper describes an anger management group implemented with students in grades 7-12 enrolled in an alternative school. The majority of students at the school were identified as having difficulties managing their anger and handling conflict. The goal of the group was to have students understand their relationship with anger in order to contemplate changing their anger response behaviors. Anger management groups were implemented with two high school teams and one middle school team. Teams included 6-10 students and 2-3 teachers. Each team had a behavioral management plan, which was monitored by the teachers or the group facilitator. Groups typically met once a week for an hour and focused on themes related to students' relationship with anger. Several weeks prior to the start of each anger management group, students completed an anger record log that recorded the date and time of feeling angry, what happened, their feelings about what happened, the intensity of the anger, their actions in response to what happened, and a self-evaluation of how they handled their anger. Only one of the teams set aside time on a daily basis for their students to complete their logs and understand the data being requested. Through group work, students explored the purpose of anger, completed an anger assessment inventory, created an anger intensity thermometer, compiled a list of mind/body cues that signal anger, explored trigger thoughts, explored underlying feelings that contribute to anger, determined their own anger management style, and learned relaxation methods to reduce stress. The paper concludes that students must first develop an awareness of their anger management style, then develop the necessary skills to end their addictive cycles of anger and aggression. (LP)

ED 443 608   RC 022 296

Bryant, Miles; Canniff, Julie; Casey, Mary; Christian, Scott; Cochrane, Candace; Fontaine, Carla; Landry, Richard; Leiter, Bob; Shirley, Dennis; Sosniak, Lauren; Stafanakis, Evangeline; Titone, Connie; Ulichny, Polly; Williams, Ben; Wood, Doug
Living and Learning in Rural Schools and Communities. A Report to the Annenberg Rural Challenge.
PUB DATE- 99
NOTE- 162p.; For the Living and Learning Lessons from the Field, see RC 022 297.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; *Educational Change; Elementary Secondary Education; Program Evaluation; *Rural Education; Rural Schools; *School Community Relationship; School Culture; Small Schools; *Student Projects
IDENTIFIERS- *Annenberg Rural Challenge; Community Viability; *Place Based Education; Sense of Place

The Annenberg Rural Challenge represents a large national effort to transform rural schools and communities. Among its dominant themes are that students should come to know their local

Recreation and Education (AORE). Following conference schedules and session information, substantive entries include: "The 1999 National Outdoor Book Awards"; "Opening Key Note Speaker, John Gans"; "The Use of Assessment in Wilderness Orientation Programs: Efforts To Improve College Student Retention"; "Outdoor Education on the Primary Level"; "You Can Do What with a Cattail?"; "Funding Outdoor Programs"; "Decisions and the Environmental-Adventure Model"; "Students: What's out There for Me?"; "Spinal Assessment Guidelines: Do We Need Full Spinal Mobilization for Everyone Who Takes a Fall?"; "About the Association for Challenge Course Technology"; "Outdoor Recreation, the Total Concept"; "The Psychology of Groups: Why Quality and Impartial Leadership Is Critical to a Group's Success"; "Commitment and Enduring Involvement in Adventure Recreation: A Preliminary Study of Whitewater Paddlers"; "Revisiting the Common Adventure Concept: An Annotated Review of the Literature, Misconceptions and Contemporary Perspectives"; "The Common Adventure Model of Outdoor Programming: Philosophical Foundations, Definition and the Effect of Filtering"; "Mozingo Outdoor Recreation/Education Area"; "Outdoor Equipment Manuals: The Development and Use"; "Case Studies in Wilderness Medicine, the Sequel"; "Thoughts on Risk Management in the Recreation Industry: A Different Perspective"; "Effective Teaching Techniques for Outdoor Education"; "Pricing Adventure Products"; "Dehydration, Heat Stroke, or Hyponatremia? The Recognition, Treatment, and Prevention of Hyponatremia Caused by High Exercise Outdoor Activities"; "Outdoor Programs On-Line: Creating a Link with Participants, Staff and Community"; "Leave No Trace: The New Evolution of Wildland Ethics"; "University & Military Outdoor Programs: State of the Art 1999"; "Situational Leadership"; "The Proposed Expanded Class I System of Rating Rivers"; "Obtaining Institutional Access to Federal Lands"; "Teamwork and Teamplay"; "Managing Field Evacuations"; "Outdoor Program Models: Placing Cooperative Adventure and Adventure Education Models on the Continuum"; and "Software for Outdoor Programs." (SV)

ED 443 626 RC 022 529

Galloway, Shayne
The Use of Assessment in Wilderness Orientation Programs: Efforts To Improve College Student Retention.
PUB DATE- 99
NOTE- 9p.; In: Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, WY, November 1-6, 1999); see RC 022 528.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Camping; College Freshmen; *College Programs; *Evaluation Methods; Higher Education; Outdoor Activities; *Program Evaluation; *School Orientation; School Surveys; *Student Adjustment; Student College Relationship; *Wilderness
IDENTIFIERS- *Program Objectives

A study examined goals and assessment techniques of college wilderness orientation programs designed to ease student adjustment to college life and increase retention. Questionnaires returned by 57 directors of wilderness orientation programs indicated that most programs supported prosocial goals such as positive peer-group development, enhanced self-confidence, and having fun. Academic goals such as easing transition to college and increasing interest in group; documents the characteristics of Appalachian migrants; and looks at urban Appalachian family, youth, and participation in politics and education. Chapters are: (1) "Too Few Tomorrows" (Thomas E. Wagner); (2) "A Decade in Review: The Development of the Ethnic Model in Urban Appalachian Studies" (Michael E. Maloney); (3) "Appalachians in Midwestern Cities: Regionalism as a Basis of Ethnic Group Formation" (William W. Philliber, Phillip J. Obermiller); (4) "Urban Appalachians & Canadian Maritime Migrants: Comparative Study of Emergent Ethnicity" (Martin N. Marger, Phillip J. Obermiller); (5) "Labeling Urban Appalachians" (Phillip J. Obermiller); (6) "The Ethnic Entrepreneur in the Urban Appalachian Community" (Sharlotte K. Neely); (7) "Moving on: Recent Patterns of Appalachian Migration" (Phillip J. Obermiller, Robert W. Oldendick); (8) "The Changing Composition of Appalachian Migrants" (William W. Philliber); (9) "Two Studies of Appalachian Civic Involvement" (Phillip J. Obermiller, Robert W. Oldendick); (10) "The Impact of the Urban Milieu on the Appalachian Family Type" (James K. Crissman); (11) "Effects of Schools & Schooling on Appalachian Children in Cincinnati" (Michael E. Maloney, Kathryn M. Borman); (12) "Appalachian Youth in Cultural Transition" (Clyde B. McCoy, H. Virginia McCoy); and (13) "Black Appalachian Migrants: The Issue of Dual Minority Status" (William W. Philliber, Phillip J. Obermiller). Also included are a preface by Maureen R. Sullivan and "Conclusion: The Future for Appalachians in Urban Areas," by William W. Philliber. (Contains an extensive bibliography and an index.) (SV)

ED 443 644 RC 022 557

Bates, Adrian
Skills.net: Community Internet Access and Training in Victoria, Australia.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Community Development Society Conference (Spokane, WA, July 25-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Adult Education; *Community Education; Community Information Services; *Computer Literacy; *Disadvantaged; Distance Education; Foreign Countries; *Internet; Program Proposals; *Rural Areas; Training
IDENTIFIERS- *Access to Technology; *Australia (Victoria)

Skills.net is a 3-year program providing free or affordable Internet access and training to local Victorian (Australia) communities. It is especially aimed at those who would normally miss out on such access, such as the unemployed, women, people with disabilities, people from non-English speaking backgrounds, Aboriginals, and communities in remote and rural Victoria. Skills.net has been very successful, with 105 projects committed to ensuring the program philosophy survives in the future. A Skills.net association is proposed to enable the program to continue after current government funding runs out. The association will be a hybrid between a community/industry association and an organization selling technical services. Its objectives and activities would include networking between projects and other associations, marketing and promoting the Skills.net brand, developing the Skills.net movement, providing collective representation, developing and delivering training services, advising on grant applications,

Bentley, Michael L.
A Post-Final Assignment for the Methods Course: Providing an Incentive to Professional Growth for Future Teachers.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (Austin, TX, January 14-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; *Educational Principles; Higher Education; *Lifelong Learning; Preservice Teacher Education; *Professional Development; Reflective Teaching; Science Education; Secondary Education; *Teacher Improvement

This paper describes J. Rosengren's post-final assignment and M. Harmin's truth signs activity that were incorporated into a secondary science methods course for preservice teachers. The strength of the post-final assignment is that it is a strategy for extending student learning past the end of a course and even beyond the initial teaching license. The truth signs activity helps future teachers reflect on their core educational values. Appended are sample post-final assignments for science teaching methods and curriculum courses. (Contains 11 references.) (WRM)

ED 443 668 SE 063 672

Bodzin, Alec M.; Park, John C.
An Online Inquiry Instructional System for Science Education.
PUB DATE- 99
NOTE- 15p.; In: "Median: A Middle School Computer Technologies Journal," v2 n2, July 1999.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Simulation; Constructivism (Learning); Educational Technology; Elementary Secondary Education; Inquiry; *Instructional Design; *Instructional Materials; *Science Education; *Systems Approach; *World Wide Web

The Carolina Coastal Science Web site is an instructional system defined as an arrangement of resources and procedures used to promote learning. This paper describes the blending of a systems approach to instructional design with additional constructivist elements in order to develop the Carolina Coastal Science Web site. The Web site is an online environment for primary and secondary students of varying abilities which engages them in authentic scientific inquiry. (WRM)

ED 443 669 SE 063 673

Carroll, Teresa M.
Developing Partnerships: Teacher Beliefs and Practices and the STS Classroom.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Educational Change; Elementary Secondary Education; *Professional Development; *Science and

Education" (Carol Langbort); (2) "The Impact of a Mathematics Summer Camp Program on Girls' Spatial Visualization Skills and Career Aspirations in Mathematics and Engineering" (Lorraine L. Hayes and Deborah A. Curtis); (3) "The Effects of a Student-Generated Rubric on Third Graders' Math Portfolio Selection Criteria" (Thais Akilah Kagiso); (4) "Observation and Analysis of the Mathematical Problem Solving Behaviors of Six African American Fourth and Fifth Graders" (Norman S. Mattox IV); (5) "Teaching Students To Write about Solving Non-Routine Mathematical Problems" (Delia Levine and Ann Gordon); (6) "The Use of Rubrics by Middle School Students To Score Open-Ended Mathematics Problems" (Ford Long, Jr.); (7) "A Survey of Teacher Beliefs about Pre-Requisite Experiences for Student Success in Algebra" (Audrey Adams); (8) "Fifth Grade Teachers' Attitudes towards Implementing a New Mathematics Curriculum" (Lorene B. Holmes and Deborah A. Curtis); and (9) "Ethnicity as a Factor in Teachers' Perceptions of the Mathematical Competence of Elementary School Students" (Kathlan Latimer). (ASK)

ED 443 695   SE 063 850

Veronesi, Peter D.; Varrella, Gary F.
Building a Sound Rationale for Teaching among Preservice Teacher Candidates.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Elementary Education; Higher Education; *Pedagogical Content Knowledge; *Preservice Teachers; Questionnaires; Science Education; *Teaching Methods

This paper reports on the perceptions of preservice teacher candidates (students) regarding their personal content- and context-specific pedagogies toward a strategy that promotes the development of these important teaching abilities; the elementary science teaching rationale. Perceptions about a science teaching rationale were surveyed at the end of two different science teaching methods courses and before student teaching. The science teaching rationale described in this paper requires students to meld research-based methods with practice. The science teaching rationale provides a window on the perceptions of how the individual students will teach, what they as the teacher will be doing, what their students will be doing, and the theoretical basis for their content-based, pedagogical, and epistemological choices. This study provides the first detailed evidence for the value of the science teaching rationale based on the results of a questionnaire from two comprehensive teacher preparation programs. A mixed quantitative and qualitative design was employed studying students' views in a post-hoc case study (n=74) and includes a study population from universities in two different states. A 29-item Likert scale was used as well as open-ended response questions. The validity and reliability of the instrumentation are reported on as well. (Contains 25 references.) (Author/ASK)

ED 443 696   SE 063 857

Miller, Anne-Courtney S.; Wallace, Josephine D.; DiBiase, Warren J.; Nesbit, C. R.

The results from both groups were compared in an attempt to understand the relevance of the scores and the value of the implications of the scores' interpretation. (Contains 14 references.) (ASK)

ED 443 717 SE 063 940

Maor, Dorit
Video Analysis: Adding Another Dimension to Qualitative Research?
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Elementary Secondary Education; Foreign Countries; *Inquiry; Science Instruction; *Thinking Skills; Videotape Recordings

This study explored the use of an inquiry-based interactive multimedia program to identify the process by which students' higher order thinking skills developed in a science classroom. Videotapes of students' interactions with computers were analyzed to identify the use of higher order thinking skills. The Macintosh multimedia research package "VideoSearch" was used to analyze digital video. The study concludes that when students presented their investigations to the whole class, the role of higher order thinking skills became evident. Through reflecting on their experiences, students were better able to make inferences about the information provided, interpret new information about the program and its content, analyze available information, make judgments about its relevance, and synthesize what they had learned to generate new knowledge. (Contains 17 references.) (ASK)

ED 443 718 SE 063 941

Blenis, Debra S.
The Effects of Mandatory, Competitive Science Fairs on Fifth Grade Students' Attitudes toward Science and Interests in Science.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Awards; *Competition; Grade 5; Intermediate Grades; Low Achievement; *Science Fairs; *Science Interests; Science Projects; Student Attitudes

This quasi-experimental study evaluated the effects of levels of participation and award structure of science fairs on elementary students' attitudes toward science and interests in science. Fifth grade students participated in one of four science fairs: mandatory/competitive, mandatory/noncompetitive, voluntary/competitive, or voluntary/noncompetitive. They were given five weeks to complete a science project to present at a fair. Their attitudes toward science and interests in science were measured before and after implementation. Analysis of the mandatory groups was made to determine the effects of award structure on attitudes and interests. The results indicated that attitudes were not significantly affected by different award structures; however, students who participated in the noncompetitive fair did display an increase in attitudes.

Objectives; Teaching Guides; *Visual Arts; Writing Assignments
IDENTIFIERS- *Music Composers

This guide helps teachers and students examine the questions "Who are composers?" and "How do they compose?" In addition to the musical component of the inquiry, the guide also explores the world of writers and how they write and visual artists and how they create. Materials in the guide encourage students to express their ideas in music, writing, and art. They examine where ideas come from, how they are developed, and how they are shared with others. To provide teachers with a variety of materials for use in the classroom, the guide includes a videotape of composer Philip Glass, a cassette tape of the concert music, and slides and photographs of art works from the Metropolitan Museum of Art (New York) collection. Following an informative introduction, the guide is divided into five sections: (1) "Music Lessons"; (2) "Writing Lessons"; (3) "Visual Art Lessons"; (4) "Concerts and Composers"; and (5) "Student Materials." The guide contains seven lessons. A summary of lesson objectives and standards is provided for each lesson. The volume also offers teaching suggestions about what lessons to use and how to use them. (BT)

ED 443 741 SO 030 986

Koch, Karen; Hall, Randy; Myford, Carol M.
What Did Students Learn? & How Do We Know? A Practical Guide to Designing and Carrying Out a Classroom Music Assessment.
SPONS. AGENCY- New York State Council on the Arts, New York.
PUB DATE- 99
NOTE- 63p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Evaluation Criteria; *Evaluation Methods; *Music Activities; *Music Education; Program Evaluation; *Scoring; Student Educational Objectives; *Student Evaluation

This report presents (in a non-technical way) the process the Carnegie Hall program evaluators used to assess student learning during the 1996-1997 LinkUp! Program. Although the report contains documents that are specific to that particular year's theme, the process and examples included may be helpful to educators in other arts organizations who are designing program evaluations specifically to assess what students have learned as a result of their involvement in a program. The report suggests the following practical steps to assess student learning in any arts program: (1) agreeing on instructional goals; (2) designing assessment activities; (3) arranging to do assessment activities; (4) carrying out assessment activities; (5) defining learning dimensions and creating scoring guides; (6) evaluating student work; and (7) analyzing data and reporting results. A workbook section of the report demonstrates how the evaluators applied the scoring guides to the recorded examples of student compositions and student worksheet responses. The report provides several examples of student compositions on an accompanying CD to use with the workbook material. With the CD and workbook pages, an educator should be able to listen to a recorded example, review, and apply the scoring guide used for each of the four worksheet questions. A rating is provided for each response along with a rationale at the end of the worksheet examples. (BT) innovation and reward excellence in every area of support; (3) stimulate the development and distribution of tools and examples that guide museums toward excellence; (4) encourage and enable sustainable partnerships between museums and other organizations; and (5) articulate and communicate the roles of museums and a vision for their future. The blueprint identifies other critical issues for museums and outlines the action steps that IMS is undertaking already. (BT)

ED 443 763 SO 031 851

Museums and Libraries: Gateways to Discovery.
PUB DATE- 00
NOTE- 26p.; Colored photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Resources; *Cultural Centers; *Educational Facilities; Financial Support; Government Role; *Libraries; Lifelong Learning; *Museums
IDENTIFIERS- *Institute of Museum and Library Services

This booklet outlines the activities of the Institute of Museum and Library Services (IMLS), the primary source of federal funding for libraries and museums. IMLS grants support all types of museums from art and history to science and zoos, and all types of libraries, from public and academic to research and school. IMLS enables libraries and museums to develop innovative methods of meeting community needs, to create engaging spaces for children and families to discover together, and to function as centers for inquiry, investigation, and scholarly research. The booklet delineates projects or activities at 33 different museums and libraries that have received IMLS funding support. (BT)

ED 443 764 SO 031 852

ESEA: Arts Education and Magnet Schools. Hearing of the Committee on Health, Education, Labor, and Pensions on Examining Proposed Legislation Authorizing Funds for Programs of the Elementary and Secondary Education Act, Focusing on School Facilities. United States Senate, One Hundred Sixth Congress, First Session.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Art Education; Elementary Secondary Education; Financial Support; Fine Arts; Government (Administrative Body); *Magnet Schools; *Music Education
IDENTIFIERS- *Elementary Secondary Education Act

This booklet contains statements of the members of the U.S. Senate Committee on Health, Education, Labor, and Pensions regarding financial support for arts education in magnet schools. The booklet identifies the committee members and staff members and then details the opening statements of Senator James M. Jeffords (Vermont), the Committee Chairman; Senator Edward M. Kennedy (Massachusetts); and Senator Jack Reed (Rhode Island). It also presents prepared statements from executives of schools and other organizations that deal directly with the arts. The booklet concludes with the prepared statement of June M. Hinckley, President, Music Educators National Conference (MENC). (BT)

Teaching Methods; *Thinking Skills; *Visualization; Writing Skills
IDENTIFIERS- Graphic Organizers; *Idea Mapping; Mapping (Reading); Phonemic Awareness; Text Organization

This book examines the practical application of visual tools such as brainstorming webs, task-specific organizers, and thinking-process maps. Graphic overviews map the big picture for each chapter and synthesize the key information about each type of tool. Stories, quotes, and insights from parents, students, teachers, administrators, brain researchers, and software developers illustrate how they use visual tools in their everyday work. A complete chapter on thinking maps (eight visual tools based on fundamental thinking skills) and software explicitly shows how these tools have brought about changes in students' reading comprehension and writing from kindergarten through college and into the workplace. The seven chapters are: (1) "The Mapping Metaphor"; (2) "The Networking Brain and Mind"; (3) "Webs of Creativity"; (4) "The Organizing Mind"; (5) "Thinking-Process Patterns"; (6) "Thinking Maps for Reading Minds"; and (7) "Change Patterns." (Contains 89 bibliographic references.) (SM)

ED 443 785   SP 039 334

City of Minneapolis Park & Recreation Summer Youth Report, 1999.
PUB DATE- 00
NOTE- 7p.; Cover page may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Basic Skills; *Community Programs; *Job Skills; *Job Training; *Summer Programs; Youth Employment; Youth Opportunities; *Youth Programs
IDENTIFIERS- Minnesota (Minneapolis)

This report describes youth employment and training programs run by the Minneapolis Park and Recreation Board (MPRB) in summer 1999. The MPRB operates the Teen Teamworks program, which helps teens acquire appreciation for connections between academic, social, judgment, and job skills. MPRB has identified changing social and economic needs as a primary reason for an expanded summer employment and training program. Teen Teamworks/Earn While You Learn allows Minnesota youth to earn money and learn appropriate work maturity skills through a combination of work experience and academic enrichment. Youth participate in daily work crews, weekly classroom sessions, and voluntary biweekly recreation. Most youth work on crews performing ground maintenance in city parks. Some youth are placed at a service center. Youth assigned to work with building and center directors learn such work as scheduling the use of park equipment, answering phones, and planning group activities. Academic enrichment involves basic skills development in reading, writing, and mathematics; exploration of personal and social issues facing today's youth; and integration of classroom topics into work experiences. Data are provided on: the profiles of youth served; program outcomes; program costs and funding sources; public and private funding sources; and comments from participants. (SM)

ED 443 786   SP 039 335

Suleiman, Mahmoud F.
Standards-Based Induction Programs: Implications for Teacher Training and Support.

Development Schools; *Program Effectiveness; *Program Evaluation; Research Methodology

This booklet is designed to help Professional Development School (PDS) planners and implementers who seek guidance in designing and carrying out impact documentation. It can also help students, researchers, and policymakers interested in investigating PDS effectiveness. The booklet offers a conceptual framework for conducting impact documentation, a checklist for assessing existing documentation efforts or guiding those in the planning stages, and descriptions of existing impact documentation activity at a number of sites. A key component is the collection of instruments, protocols, and analytical approaches developed by several partnerships. There are seven chapters: (1) "The Challenges and Importance of PDS Impact Documentation"; (2) "A Conceptual Framework for Assessing PDS Impacts"; (3) "Designing and Implementing Impact Research: Suggested Steps"; (4)"Tool Kit for Analyzing Impact Research Plans and Implementation"; (5) "Profiles of Selected PDS Impact Research Efforts"; (6) "Sample Protocols, Questionnaires, and Analytic Approaches"; and (7) "References and Additional Resources." (Contains 27 references.) (SM)

ED 443 806   SP 039 363

Lewis, Anne
Revisioning Professional Development: What Learner-Centered Professional Development Looks Like.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; AT&T Foundation, New York, NY.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Data Analysis; Educational Change; Educational Improvement; Educational Quality; Elementary Secondary Education; *Faculty Development; Leadership; School Districts; Teacher Collaboration; *Teacher Improvement; Teachers
IDENTIFIERS- Arkansas; California; *Learner Centered Instruction; Learning Communities

This publication presents information from an April 1999 meeting of the National Partnership for Excellence and Accountability in Teaching and Learning and the Learning First Alliance, which brought together representatives of schools and districts where outstanding faculty development was underway. This guide presents the story that these leaders, and many of the nation's leading researchers who participated in the conference, told one another about how to best facilitate teacher learning that results in student learning and how to implement the necessary policies and practices. Section 1, "Introduction," discusses "School Improvement, Professional Development, and Expert Teaching" and "Prospects for Change." Section 2, "Implementing Learner-Centered Professional Development," includes "Supportive Schoolwide Conditions"; "Systematic District Support"; "Building a District Infrastructure"; and "The Issue of Quality Time." "Multiple External Influences on Teacher Learning" contains "NSF and Systemic Reform," "California's Reading Initiative," "Collaboration That Reaches Arkansas Classrooms," "Union Initiatives," and "National Commission on Teaching & America's Future." Challenges to redesigning professional development into learner-centered professional communities are described. (SM)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Educational Finance; Expenditures; *Grade 11; *High School Students; High Schools; Mathematics; Reading; *School District Spending; Standardized Tests; *Test Results

During the 4-year period from 1995 to 1999, the mean mathematical and reading achievement scores of 11th graders at Slippery Rock Area High School (SRAHS) reflect a distinct decline. In the 1995-1996 school year, the SRAHS 11th grade standardized mathematics mean score was significantly higher than the Pennsylvania mean, as was the standardized reading mean. In the 1996-1997 school year, the SRAHS 11th grade mathematics mean was somewhat lower than that of the Commonwealth of Pennsylvania, but the difference was not statistically significant. The reading mean score was precisely the same as that of the Commonwealth in 1996-1997. Both the mathematics and the reading mean scores of SRAHS's 11th graders were significantly lower than the corresponding Commonwealth means for the 1997-1998 and the 1998-1999 school years. A cost-effectiveness analysis was performed to determine the relationship between district expenditures and 11th grade mathematics and reading achievement during the same 4-year period. Since the analysis was basically a correlational procedure, no cause-effect relationship can be assumed. Nevertheless, an inverse correlation of -0.960 was found between the two variables, thus indicating that increases in expenditures were accompanied by decreases in academic achievement. (Author/SLD)

ED 443 825 TM 031 307

Whittaker, Andrea; Markowitz, Nancy Lourie; Latter, Jody
Windows into the Classroom: Observing and Evaluating Beginning Teachers' Developing Practice.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Educational Environment; *Educational Practices; Elementary Secondary Education; Evaluation Methods; Internship Programs; Literacy; *Observation; *Professional Development; *Teacher Evaluation; Teaching Methods

An observation study examined four dimensions of beginning teacher practice that had been heavily emphasized in the first year of a partial internship program and that typically pose problems for first year teachers. These dimensions included: (1) literacy instruction; (2) instructional planning; (3) positive classroom environments and management; and (4) assessment practices that inform instruction. The partial internship program, the Triple L (Lifelong Learning and Leadership) Collaborative, is a school/university partnership for professional development beginning with preservice education. Study participants were eight first-year teachers from a school district. Four were in the second year of the Triple L program, teaching full-time as interns in the district and the other four were first-year teachers who had completed other programs. Participants were interviewed early in the is the use of standardized tests. There is a number of disadvantages to the use of standardized tests, especially in the distance of the test developer from the student. Criterion referenced tests contain objectives that teachers may use as guidance for instruction. Portfolios are another approach to mathematics assessment. Though they have many advantages over standardized norm-referenced tests and criterion referenced tests, they have their own disadvantages in scoring difficulties and difficulties of interpretation. It may be that both standardized testing and portfolio assessment should be used to gain a better picture of student achievement in mathematics. (SLD)

ED 443 845 TM 031 490

Manalo, Jonathan R.; Wolfe, Edward W.
A Comparison of Word-Processed and Handwritten Essays Written for the Test of English as a Foreign Language.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Funding provided by the TOEFL program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Computer Assisted Testing; *Essay Tests; *Handwriting; Language Tests; Student Attitudes; *Test Format; *Validity; Word Processing
IDENTIFIERS- Paper and Pencil Tests; *Test of English as a Foreign Language

Recently, the Test of English as a Foreign Language (TOEFL) changed by including a direct writing assessment where examinees choose between computer and handwritten composition formats. Unfortunately, examinees may have differential access to and comfort with computers; as a result, scores across these formats may not be comparable. Analysis of TOEFL results for 152,951 examinees reveals that when English language proficiency is controlled, handwriting composition scores are approximately one-third of a standard deviation higher than computer-based composition scores. It is suggested that this is a result of a double translation required to compose essays with word processors. (Contains 2 tables and 12 references.) (Author/SLD)

ED 443 846 TM 031 491

Novak, John R.; Winters, Lynn; Flores, Eugene
Using Multiple Measures for Accountability Purposes: One District's Experience.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; Compensatory Education; Elementary Secondary Education; Performance Based Assessment; Research Methodology; *School Districts; Student Evaluation; *Testing Programs
IDENTIFIERS- *Long Beach Unified School District CA; *Multiple

Airasian, Peter W.
Assessment in the Classroom: A Concise Approach. Second Edition.
PUB DATE- 00
NOTE- 305p.; For the first edition, see ED 423 265.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Decision Making; Education Majors; Educational Assessment; Educational Environment; Educational Planning; Elementary Secondary Education; Grading; Higher Education; Methods Courses; *Performance Based Assessment; Standardized Tests; *Student Evaluation; Tables (Data); *Teacher Education; Teacher Evaluation; *Test Construction; Test Use

This book has been designed to fit a variety of curriculum arrangements: to use as the core text for teachers, to teach the assessment unit in courses in educational psychology, or to teach the assessment component of integrated methods courses. The following chapters are included: (1) "The Classroom as an Assessment Environment"; (2) "Learning about Pupils: Sizing-Up Assessment"; (3) "Assessment in Planning and Delivering Instruction"; (4) "Formal Assessment: Teacher-Made and Textbook Tests"; (5) "Performance Assessment"; (6) "Grading Pupil Performance"; and (7) "Standardized Achievement Tests." New coverage in this edition includes the chapter on sizing-up assessments, teacher assessments made early in the school year to learn about and organize the classroom and expanded coverage of students with disabilities. There are increased links between objectives and types of instruction and an updated look at performance assessment. Two appendixes contain a discussion of standards for teacher competence in assessment of students and a list of helpful Web sites related to assessment. Each chapter contains references. (Contains 26 figures and 46 tables.) (SLD)

ED 443 867 TM 031 512

Sireci, Stephen G.; Harter, James; Yang, Yongwei; Bhola, Dennison
Evaluating the Construct Equivalence of International Employee Opinion Surveys. Laboratory of Psychometric and Evaluative Research Report No. 379.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; Attitude Measures; *Attitudes; *Construct Validity; *Employees; *Languages; Psychometrics; *Test Format; World Wide Web

Assessing people who operate in different languages necessitates the use of multiple language versions of an assessment. However, different language versions of an assessment are not necessarily equivalent. In this paper, the psychometric properties of different language versions on an international employee attitude survey are evaluated. This survey was administered to more than 50,000 employees of a large telecommunications company using both paper-and-pencil and Web administration formats. The structural equivalence of the survey was evaluated across language versions, cultural groups,

Fredenberg, Erica; Lewis, Ramon
The Coping Scale for Adults: Construct Validity and What the Instrument Tells Us.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Construct Validity; *Coping; Foreign Countries; Measures (Individuals); *Validity
IDENTIFIERS- Australia

The Coping Scale for Adults (CSA) has been developed as an instrument to be used by teachers, administrators, parents, and adults in general to assist them to develop their coping resources. This paper reports on the validity and utility of this instrument. Five studies using the CSA (E. Frydenberg and R. Lewis, 1997) found significant relationships between a number of undesired outcomes (such as low self-esteem, feeling overwhelmed, and stress) and coping strategies assessed by the CSA which have been termed nonproductive. There is also a consistent pattern of findings across studies linking the more positive outcomes (and less negative ones) to strategies that have been termed the productive strategies of CSA. The findings appear to provide support for recent research which indicates that the linkage between maladaptive styles and negative outcomes are stronger than those between productive styles and productive outcomes. This has implications for the development of strategies and the identification of those that need to be used with caution. (Contains 1 figure, 1 table, and 24 references.) (Author/SLD)

ED 443 889   TM 031 534

van der Veen, Ineke; Meijnen, Wim
School Careers of Students from Ethnic Minorities in the Netherlands.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; *Minority Groups; *Parent Background
IDENTIFIERS- *Cultural Capital; *Netherlands

This study investigated the influences that are related to a successful school career for students in the Netherlands and compared ethnic minority students with students from a Dutch background. Data were drawn from a study on Dutch educational policy for 5,311 students in elementary and secondary school, 24.5% of whom were ethnic minorities largely from Surinamese, Turkish, or Moroccan backgrounds. Students of Dutch background clearly had higher levels of academic achievement, and their parents had higher socioeconomic status and more cultural capital. Findings suggest that it is better to study cultural capital than socioeconomic status alone when considering the academic achievement of ethnic minority students. (Contains 4 tables, 2 figures, and 22 references.) (SLD)

PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Institutional Characteristics; *Nonprofit Organizations; *Organizational Effectiveness; *Urban Youth
IDENTIFIERS- Missouri (Kansas City)

For some time the Ewing Marion Kauffman Foundation has been studying the attributes that characterize effective nonprofit organizations. These attributes were identified after a review of the literature, discussions with national leaders, meetings with administrators and funders of nonprofit organizations, and the information from case studies by several organizations. The attributes identified show that effective nonprofit organizations can be characterized as being: mission-directed, entrepreneurial, sustainable, outcomes-oriented, adaptable, and customer-focused. Each of these characteristics is illustrated with a case study of an organization in the Kansas City, Missouri area, which has been the recipient of a REACH (Reaching for Excellence Achieving Community Health) Award from the Ewing Marion Kauffman Foundation. The attributes of organizational effectiveness for nonprofits are a framework from which organizational effectiveness strategies can be further strengthened. (SLD)

ED 443 909 UD 033 691

Environmental Action Guide for New York City Schools.
PUB DATE- 99
NOTE- 42p.; "We gratefully acknowledge the New York Foundation whose generous support has enabled this project."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Crowding; *Educational Facilities; Elementary Secondary Education; *Environmental Standards; Health; *Occupational Safety and Health; Public Schools; *School Safety; Urban Schools
IDENTIFIERS- *New York City Board of Education

The purpose of this guide is to inform parents, advocates, and school personnel about existing laws and resources available to ensure that every child and every school employee has an environmentally safe and healthy school that is clean and in good repair. An environmentally safe and healthy school is one of the principles adopted by the New York State Board of Regents; others are that schools should be role models of environmentally responsible behavior and that public officials should be held accountable for school conditions. The guide identifies typical hazards, explains why the hazards are important, and describes how and where to look for them. It also points toward laws that the school might be violating by allowing problems to go uncorrected. The rights identified for users of New York schools are: (1) clean indoor air; (2) an asbestos-safe school; (3) a lead-safe school; (4) an appropriate and uncrowded classroom; (5) safe heat and ventilation; (6) freedom from fire hazards; (7) crack-free walls and ceilings; (8) a safe playground; (9) usable and sanitary bathrooms; (10) a pest-free school; (11) a pesticide-free school; and (12) information about the school building.

ED 443 930 UD 033 714

Connell, Christopher
Parochial Education and Public Aid: Today's Catholic Schools.
PUB DATE- 00
NOTE- 41p.; Foreword by Chester E. Finn, Jr.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Catholic Schools; Educational Finance; Elementary Secondary Education; Enrollment; *Federal Aid; *Financial Support; *State Aid; *Urban Schools
IDENTIFIERS- Michigan; Missouri; Ohio

This study explores the types and extent of federal and state aid to Catholic elementary education. It examines the situation in Michigan, Missouri, and Ohio and provides case studies of Catholic elementary schools in Detroit, St. Louis, and Toledo. In Ohio, probably the most generous state with respect to nonpublic schools, the elementary school studied received about $800 per student in government aid toward its annual cost of $2,600 per pupil. The study school in Michigan, in contrast, can expect to receive a couple hundred dollars per student in federal aid, but none from the state. In Missouri, one of two states that will not serve as a middleman for distributing federal aid, a private nonprofit corporation operates a "bypass" system that provides federally funded education services to the state's parochial school system. The study also answers the question of how parochial schools get by on budgets typically one-third to one-half that of public schools. The answer is straightforward: they pay teachers $10,000 to $20,000 less than the going rate for public educators with comparable experience and credentials. Although Catholic school enrollment has increased, most of the growth is in suburban schools. Many Catholic schools in inner cities face a grim struggle to survive. An appendix contains an overview of Supreme Court jurisprudence on public aid to private schools. (SLD)

ED 443 931 UD 033 715

Campbell-Jones, Franklin; Avelar-Lasalle, Robin
African American and Hispanic Superintendents: Factors for Success.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Educational Administration; Elementary Secondary Education; *Hispanic Americans; Performance Factors; Racial Differences; *Success; *Superintendents

In this study, researchers investigated whether school leaders who were members of minority groups draw on specific skills in order to succeed in administrative positions. Interviews with five California school superintendents (three Hispanic and two African American) examined factors for success in their role as superintendent of an urban public school system. Of particular interest were factors within their experience that reach beyond the fundamentals taught in educational administration programs. Success for these administrators, particularly in school systems where the superintendent's role has traditionally been filled by white males, required that they draw on their skills to network aggressively across cultural and racial lines in the face of the remnants of historical oppression. (Contains 17

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Biblical Literature; Blindness; Braille; *Large Type Materials; *Media Adaptation; Physical Disabilities; *Religion
IDENTIFIERS- *Religious Publications

This reference circular lists Bibles and sacred texts of many world religions, in a variety of languages, translations, and versions, that are available in special media. Commentaries, concordances, liturgies, prayer books, hymnals, and magazines are also listed. Priority was given to citing complete works; portions of works are listed if they are unique in availability, narration, or medium. Braille is grade 2 unless otherwise noted, and large print is 14-point unless otherwise stated. Full-text electronic resources are also listed. The first section alphabetically lists organizations and companies (with contact information) that provide individuals with a visual disability materials that are free, on loan, or for purchase. Prices of the materials listed are subject to change. Subsequent sections list materials, with their book numbers, available through the braille and talking-book program of the National Library Service for the Blind and Physically Handicapped, Library of Congress. Indexes are arranged by subjects, media, versions and translations, and organizations that publish religious magazines. A list of other reference circulars and bibliographies available from the National Library Service for the Blind and Physically Handicapped are included. (Contains 13 references.) (AEF)

ED 443 431 IR 057 863

Traw, Jeri L., Comp.
Library Web Site Policies. CLIP Note #29.
PUB DATE- 00
NOTE- 98p.; Prepared by ACRL's College Library Information Packet Committee, College Libraries Section.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; *Information Policy; *Library Policy; *Library Surveys; Policy Formation; Small Colleges; *World Wide Web
IDENTIFIERS- *Web Sites

The purpose of this College Library Information Packet (CLIP) Note is to study the characteristics of library Web site policies and to provide small college and university libraries in need of such policies the tools to develop them. This study does not attempt to critique these policies but serves to document current practices smaller academic libraries are using to manage their Web sites. Of surveys sent to 224 small university and college libraries, a total of 163 surveys were returned, for a response rate of 73%. Survey results are discussed in terms of the following categories of questions: General Information (Questions 1-9); Web Site Information: General Information (Questions 10-11); Web Site Information: Responsibility (Questions 12-17); Web Site Policies: General Information (Questions 18-26); and Web Site Policies: Characteristics (Questions 27-33). Also included are: a selected bibliography; summary of CLIP Note survey results; and Web site policy documents. (AEF)

ED 443 432 IR 057 864

DESCRIPTORS- Community Colleges; *Educational Planning; Enrollment Management; *Enrollment Projections; Enrollment Trends; Futures (of Society); Institutional Mission; *Long Range Planning; Two Year Colleges
IDENTIFIERS- *Hudson County Community College NJ

This report presents Hudson County Community College's (New Jersey) 1999/2000-2009/2010 enrollment projections, which are based upon three scenarios/assumptions: high, moderate, and low projections. Annual enrollment data for fall headcounts, annual unduplicated headcounts, and full-time equivalent students as well as assumptions for each scenario are presented in this report's tables. The scenarios are on the conservative side. For instance, the average annual increase of 6.75% in the high scenario yields a 10-year increase of 90.2%. Given the assumptions of this scenario, it is quite realistic to anticipate more than a doubling of the college's fall credit student enrollment within 10 years. The college's fall 1999 enrollment was 4,460 and the total annual unduplicated enrollment of students served was 6,260. That is, the fall enrollment accounted for only 71% of the total annual enrollment. For the past three years the fall enrollment has remained at 70-71% of the annual unduplicated enrollment. One of the assumptions of the scenarios presented in this report is that the fall enrollment will continue to account for 71% of the annual unduplicated enrollment. Given this relationship, the difference between fall and annual enrollments increases as the enrollment heightens. Therefore, at each projected year, the differences are greatest for high projections and least for low projections. (VWC)

ED 443 452 JC 000 473

Lyons, Richard E.; Kyslika, Marcella L.
A Proven Program for Developing Adjunct Community College Faculty.
PUB DATE- 00
NOTE- 10p.; Paper presented at the International Conference on Teaching and Leadership Excellence of the National Institute for Staff and Organizational Development (22nd, Austin, TX, May 28-31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; *Beginning Teacher Induction; Community Colleges; Faculty Development; *Mentors; Program Evaluation; Teacher Orientation; Two Year Colleges
IDENTIFIERS- *Indian River Community College FL

A multi-perspective qualitative study was conducted during the spring 1996 semester to investigate the impact of a mentoring initiative on the performance of ten adjunct instructors, new to the faculty of Indian River Community College (Florida). The study found that all participants derived a significant value from the mentoring initiative, with those who had some previous teaching experience in another setting and/or a previous mentoring relationship accessing the mentor more frequently and deriving the greatest benefit. The initiation of mentoring with an adjunct instructor should follow his or her mastery of a foundation of pedagogical knowledge. Mentoring should not be used to supplant an initial, more structured role to be played by a department chair or other discipline leader. The interpersonal skills of the mentor played a more significant role in the success of the mentoring relationship than did his demographic characteristics. The report recommends a five-at Nevada's Truckee Meadows Community College (TMCC) as first-time college students but did not return the following semester. The intent of this research was to determine what type of students do not persist, what factors have an influence on student persistence, and what TMCC can do to increase student persistence. The first-time college student cohort from fall 1997 was comprised of 1692 students, 917 of whom did not return for the spring 1998 semester, producing a 54% attrition rate. Only 2% of the 87 respondents stated that coursework was too difficult, while less than 3% expressed that the number of course requirements were a major problem. Sixty-eight percent was satisfied with the quality of instruction and their overall experience at TMCC (71%). Common reasons cited for not returning were the completion of desired coursework (31%), financial difficulties (20%), and work schedule conflicts (8%). Sixty-nine percent of the respondents worked 20 hours or more while they were attending TMCC. Eighteen percent cited "transfer to a four-year school" as their educational goal, while 20% wanted a degree from TMCC. Forty-seven percent felt that they had obtained their educational goal. (JA)

ED 443 472 JC 000 497

Graduate Follow-Up Survey, Fall 1998.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Community Colleges; Educational Quality; Graduate Surveys; *Job Placement; Job Skills; *Student Attitudes; *Student Employment; Student Experience; Student Surveys; Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *Truckee Meadows Community College NV

This report presents the methodology, data analysis, results, and highlights of a graduate follow-up survey conducted in 1998 at Nevada's Truckee Meadows Community College (TMCC) for the 1996-97 graduating cohort. The goal of the study was to find out graduates' opinions of TMCC, their employment status and location, and the extent to which students attributed the attainment of their job and or advancements within an occupation to the education they received at the college. A broader intent of the research was to establish a student employment database that could be utilized to initiate a TMCC employer satisfaction survey. Almost three-quarters of the 110 (27%) respondents felt that their overall experience at TMCC was good, and 91% reported that they would definitely recommend TMCC to a relative or friend. Of those who obtained a vocational degree (either AAS or certificate), 72% were working full-time and 65% were employed in a field directly related to their degree. Of those who obtained academic degrees (AA, AGS), 50% were working full-time and 40% were employed in a field directly related to their degree. The top skills graduates declared they gained from attending TMCC were as follows: improvement in decision making (85%); broadening of intellectual interests (82%); respect for varying points of view (82%); and the ability to write clearly (78%). (JA)

ED 443 473 JC 000 499

Student Outcomes in Developmental Education, 1994-95 through 1999-2000. Preliminary Report.
PUB DATE- 00
NOTE- 20p.; Includes figures through fall 1999.

categories: (1) mission and purposes; (2) planning and evaluation; (3) organization and governance; (4) programs and instruction; (5) faculty and staff; (6) student services; (7) library and information resources; (8) physical resources; (9) financial resources; (10) public disclosure; (11) integrity; (12) transfer; (13) career preparation; (14) community service; and (15) access. As the strategic planning process evolves, strategic goals will replace them. Under each performance category, numerous indicators of success are used. An example of indices of success for student services is the sensitiveness to the non-academic needs of its students and recognition that their educational experience consists of an academic component and interrelated developmental opportunities provided through a co-curricular program of student services. (JA)

ED 443 493 JC 000 538

Programs of Studies Leading to a Diploma of College Studies (DEC) in the Business Administration Technology and Cooperation Sectors.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; *Business Administration Education; *College Instruction; *Evaluation Criteria; Evaluation Methods; Foreign Countries; Higher Education; Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups); Vocational Education
IDENTIFIERS- *Quebec

This report provides a guide for the evaluation of programs of studies leading to the Diploma of College Studies (DEC) in the Business Administration Technology and Cooperation Sector in Quebec. It provides an overview of topics of evaluation, self-evaluation procedure, indications on how to complete the self-evaluation report, each of the criteria and sub-criteria in context, the evaluation questions, and the supporting documents required. All of Quebec's 49 higher education institutions are authorized to offer the Business Administration Technology program. This is the vocational program with the largest number of students. Topics of evaluation include the quest to strike a balance between general education, basic administrative skills, and specialized administration skills; and the commitment to incorporating new information technology into the program components and learning activities. The self-evaluation report must include the following: a description of the self-evaluation procedure; a description of the program; self-evaluation of the program based on criteria such as program relevance, program coherence, value of teaching methods and student supervision, appropriateness of resource, program effectiveness, and quality of program management. At the end of the evaluation based on each of these criteria, the college shall provide an overall appraisal of the implementation of the program. A list of advisory board members and the institutions authorized to offer this degree are appended. (JA)

ED 443 494 JC 000 539

Kelly, Dexter
The Economic Impact of the Los Angeles Community Colleges.

Development; *Program Administration; Program Budgeting; Program Costs; Program Design; Program Development; Program Implementation; Recruitment; *School Age Day Care; Special Needs Students; Staff Development
IDENTIFIERS- Caregiver Qualifications; Indiana

Recognizing the importance of and need for high quality after-school care for 5- to 14-year-olds, the Indiana Family and Social Services Administration commissioned a set of 9 School Age Care Technical Assistance Papers discussing the steps in designing high quality programs. This two-videotape set, based on those papers, provides guidance to administrators on how to maximize out-of-school time for students. The first video of the set presents information from Paper 1, "Qualities of Excellent School-Age Care," and Paper 2, "A Guide to Organizing a School-Age Care Program." Featuring footage from actual after-school programs, this video discusses questions to consider when starting/expanding a program, characteristics and needs of school-age children, and the basics of excellence in school-age care. The video also presents information on steps for organizing a school-age care program, including determining admission standards, administration, locations, and finances. The second video of the set presents statistics documenting the negative effects of the lack of supervision during after-school hours. This video also presents information from papers 3 to 9: (1) "Effective School-Age Care Program Operations," focusing on developing an effective organizational structure; (2) "Personnel Issues," dealing with staff recruitment and retention; (3) "Serving Children with Special Needs in School-Age Care," suggesting ways to promote inclusion; (4) "Financial Management for School-Age Care Programs"; (5) "Programmatic Care Options for School-Agers 10 and Older," suggesting ways to meet the unique needs of early adolescents; (6) "Collaborative Strategies for School-Age Care in the Public Schools," outlining the benefits and drawbacks of collaboration with public schools; and (7) "Professional Development in School-Age Care," focusing on ways to provide training support and a positive work environment. (KB)

ED 443 514 PS 028 560

Hicks, Susan A.; Lekies, Kristi S.; Cochran, Mon
Promising Practices: New York State Universal Prekindergarten. Expanded Edition.
SPONS. AGENCY- Foundation for Child Development, New York, NY.; Cornell Univ., Ithaca, NY. Cooperative Extension Service.; A.L. Mailman Family Foundation, Inc.
PUB DATE- 99
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperation; Delivery Systems; Developmentally Appropriate Practices; Diversity (Student); Family School Relationship; *Preschool Education; Program Descriptions; *Program Development; *Program Evaluation; Program Improvement; State Legislation; Teacher Education
IDENTIFIERS- Access to Services; *New York; Promising Practices

In response to recent state legislation, school districts in New York developed plans for universal prekindergarten (UPK) programs for the 1998-1999 academic year. Based on an analysis of the first year prekindergarten program plans for 63 upstate New York districts (with follow-up information on 29 districts) and 32 New York City districts, this report is designed to assist districts in developing universal prekindergarten cultural research, and developing a conceptual framework; and (7) "Costs and Financing," providing guidance on estimating program costs, creating a budget, costing and financing a program, and maximizing resources and program impact. The book concludes with a glossary of relevant terms. The CD-ROM presents programming resources for early childhood care and development programs. (KB)

ED 443 532   PS 028 687

Reynolds, Arthur J.
Success in Early Intervention: The Chicago Child-Parent Centers.
PUB DATE- 00
NOTE- 261p.; Foreword by Edward Zigler.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Compensatory Education; Delinquency; Disadvantaged; Early Childhood Education; *Early Intervention; Educational Quality; Expectation; Followup Studies; Interpersonal Competence; Longitudinal Studies; *Parent Participation; Program Descriptions; *Program Effectiveness; Program Evaluation; Special Education; Student Adjustment; Student Motivation; *Young Children
IDENTIFIERS- *Chicago Child Parent Centers IL; Consumer Skills; *Parent Child Centers

Although early intervention programs have enjoyed popular and legislative support, little hard data exist on the long-term consequences of these efforts. This study examined the long-term effects of the Child-Parent Center (CPC) program in Chicago. Begun in 1967, the program operates out of 24 centers, located in proximity to the elementary schools they serve. The program's unique features include mandatory parental involvement and a single educational system spanning preschool through third grade. This study examined a 1986 cohort of almost 1,200 CPC children and a comparison group of low income children who were followed through age 15. The findings demonstrate that established large-scale early childhood programs can be successful for economically disadvantaged children and promote positive school adjustment and social behavior well into adolescence, and that contemporary programs can be just as effective as in earlier decades. The duration of program exposure was significantly associated with all measures of social competence. At least 2 years of post-kindergarten intervention were necessary to produce most lasting effects. However, early entry was crucial for long-term effects to occur. The most consistent long-term effects were to prevent grade retention and placement in special education and to promote school achievement and consumer skills. There were relatively modest effects on parent expectations for children's educational attainment, parent satisfaction with school, and parental involvement in school. Children in the highest poverty neighborhoods benefited more from participation than children in lower poverty settings. (Seven appendices include statistical data tables and a list of child-parent centers. Contains approximately 200 references.) (KB)

ED 443 533   PS 028 688

Scofield, Richard T., Ed.
School-Age NOTES Newsletter, 1999-2000.
PUB DATE- 00

cooperative learning and multiple intelligence lessons was found to strengthen student motivational levels and academic achievement. (Eight appendices include survey forms and a sample student progress report. Contains 25 references.) (EV)

ED 443 551 PS 028 712

Bearbower, Beth; Mitchell, Rhonda; Summers, K. Susie
Improving Student Interpersonal Skills and Social Growth in Diverse Learning Communities through Teamwork.
PUB DATE- 00
NOTE- 82p.; Master's Action Research Project, Saint Xavier University and SkyLight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Behavior Change; Change Strategies; Classroom Research; Cooperative Learning; Elementary Education; *Elementary School Students; *Interpersonal Competence; Intervention; *Prosocial Behavior; *Skill Development; Social Development; Student Behavior; Student Improvement
IDENTIFIERS- Social Skills Training

This action research project sought to improve the social skills of targeted first-, third-, and fourth-grade students. Students demonstrated an inability to collaborate with others, a disregard for the feelings and opinions of others, a lack of responsibility, excessive noise, incomplete assignments, unnecessary physical contact, inappropriate language, and a general disregard for classroom rules. Implemented interventions were: physical rearrangement of the classroom, direct instruction of social skills, role playing, use of community circles, establishment of rules, increased interaction within groups, and reflection. Post-intervention data indicated an increase in student use of the targeted social skills. Slight gains were observed in student collaboration and cooperative learning strategies. A decrease in student behavioral referrals signified a decline in inappropriate student behaviors in two of the three targeted schools. (Four appendices include student survey forms. Contains 91 references.) (Author/EV)

ED 443 552 PS 028 713

Blank, Debi; Fogarty, Brian; Wierzba, Kim; Yore, Nicole
Improving Social Skills through Cooperative Learning and Other Instructional Strategies.
PUB DATE- 00
NOTE- 43p.; Master's Action Research Project, Saint Xavier University and SkyLight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Behavior Change; *Change Strategies; Classroom Research; Cooperative Learning; Elementary Education; *Elementary School Students; *Interpersonal Competence; Intervention; *Prosocial Behavior; *Skill Development; Social Development; *Student Behavior; Student Improvement
IDENTIFIERS- Social Skills Training

This action research project sought to improve social skills in targeted elementary students. The problem of poor social skills was documented by means of data revealing the number of students exhibiting inappropriate behaviors. Students exhibited

Tomlinson, Carol Ann
Differentiation of Instruction in the Elementary Grades. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Curriculum Development; *Diversity (Student); Educational Change; Educational Strategies; Elementary Education; Heterogeneous Grouping; Individual Differences; *Individualized Instruction; *Student Needs; Teacher Expectations of Students; Teaching Methods
IDENTIFIERS- *Curriculum Differentiation; ERIC Digests

In most elementary classrooms, some students struggle with learning, others perform well beyond grade-level expectations, and the rest fit somewhere in between. Within each of these categories of students, individuals also learn in a variety of ways and have different interests. To meet the needs of a diverse student population, many teachers differentiate instruction. This Digest describes differentiated instruction, discusses the reasons for differentiating instruction and what makes the approach successful, and suggests how teachers can start implementing this type of instruction. The Digest notes that teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content--what the student needs to learn or how the student will get access to the information; (2) process--activities in which the student engages in order to make sense of or master the content; (3) products--culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment--the way the classroom works and feels. The Digest also discusses reasons for differentiating instruction, including the ample evidence that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels. Noting that there is no recipe for differentiation, the Digest suggests broad principles and characteristics that are useful in establishing a defensible differentiated classroom. The Digest concludes with suggestions for teachers as they begin to differentiate, begin to differentiate more proactively, or seek to refine a classroom that can already be called "differentiated." (LPP)

ED 443 573 PS 028 736

Abbott-Shim, Martha; Lambert, Richard; McCart, Frances
A Study of Head Start Effectiveness Using a Randomized Design.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 49p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Achievement; *Resilience (Personality); Secondary School Students; Self Concept; Student Behavior; Student Motivation; Teacher Student Relationship; Verbal Ability
IDENTIFIERS- *Project Head Start

This study examined the relationship of home and family, school behavior, peer relations, and self-concept with reading achievement among Head Start graduates. Participating in the study were 43 girls and 37 boys ranging in age from 8 to 17 at the time of the study. Two groups were selected. The first group, identified as resilient, had average reading achievement scores on the Iowa Test of Basic Skills (ITBS) above the 75th percentile throughout their schooling. The second group had average ITBS reading achievement scores between the 25th and 50th percentiles. The ethnic breakdown of the participants was as follows: 40 Latinos, 10 European Americans, 26 African Americans, and 4 Native Americans. Data on home and family, school behavior, peer relationships, and self-concept were collected from interviews with the student and his or her caretaker and ratings completed by participant-nominated teachers. Findings indicated that reading proficiency was positively and significantly correlated with the following: generous psychological autonomy granting by parents as judged by parents and children; behaviors demonstrating harmonious relationships with peers and teachers, scholastic motivation, and emotional stability (as rated by teachers); and behavioral, global, and scholastic self-concept. Reading proficiency was negatively and significantly correlated with peers' classroom activities, homework engagement, and cooperation with classroom rules. There were no significant relations between reading achievement and classroom activities, homework engagement, cooperation, or antisocial behavior as rated by the target child and teachers combined. Both mother's and child's verbal ability were positively correlated with reading proficiency and grade point average. (Contains 12 references.) (KB)

ED 443 591 PS 028 754

Willson-Quayle, Angela; Winsler, Adam
How Much Teacher Direction Is Best for Promoting Low-Income Latino Preschoolers' Learning, Motivation, and Private Speech? A Controlled Experiment.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Head Start National Research Conference on Development and Contextual Transitions of Children and Families (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Comparative Analysis; Emotional Response; *Hispanic American Students; Performance Factors; Persistence; *Preschool Children; Preschool Education; *Preschool Teachers; Pretests Posttests; Student Motivation; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Latinos; *Private Speech; Scaffolding; *Self Talk

This study explored the effects of three teaching approaches on the task performance, motivation, and private speech (self-talk) of low-income Latino preschoolers. The three approaches varied in terms of teacher-imposed structure and child autonomy (teacher-directed, scaffolding, child-centered). Sixty-one preschoolers were seen individually as they completed a Lego block construction task before and after participating in one of the three teaching conditions. Measures of private speech, communities well, that communities should see schools and students as critical assets, and that communities and schools need to become more integrated. As part of a 4-year longitudinal evaluation, this report focuses on student work in schools receiving Rural Challenge grants and the connection of student work to local communities. The first section conceptualizes a pedagogy of place and examines the range and diversity of student work seen in Rural Challenge sites. This range and diversity is defined around the following characteristics: connection to place; complexity; students' development of expertise as technologists, as environmental scientists, and as genuine citizens; and importance to the community in terms of response to community needs, development of student leadership, work with enduring qualities, and changes in community expectations of schools. A section on mutuality describes how diverse groups in Rural Challenge communities are coming together around common goals and working to enhance quality of life and a local future for young people. A section on expanding the "work of place," discusses barriers to expanding the role of local context in the curriculum and the ways in which some sites have changed these constraints into opportunities. Appendices include the evaluation plan, methodology, and a list of Rural Challenge sites. (SV)

ED 443 609 RC 022 297

Perrone, Vito; Canniff, Julie G.; Casey, Mary E.; Cochrane, Candace; Fontaine, Carla; Ulichny, Polly; Williams, Ben; Wood, Douglas
Living and Learning in Rural Schools and Communities: Lessons from the Field. A Report to the Annenberg Rural Challenge.
PUB DATE- 99
NOTE- 158p.; For a related Rural Challenge document, see RC 022 296.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; Art Education; Curriculum Development; *Educational Change; Educational Practices; Elementary Secondary Education; Environmental Education; Local History; *Rural Education; Rural Schools; *School Community Relationship; Small Schools; *Student Projects
IDENTIFIERS- *Annenberg Rural Challenge; *Place Based Education

This volume compiles descriptions of the work being done by rural students in 13 schools/sites with grants from the Annenberg Rural Challenge. The work reflects a belief in education that privileges the local nature of learning and connects schools and communities for their mutual benefit. Entries include focused lessons, long-term projects, and fully developed curricula, as well as practice-oriented stories and related personal reflections. Each entry includes contact information; academic content area; grade levels; length of time; a description; and, in some cases, samples of work. Projects include arts projects based on the local environment or culture, water and biodiversity projects, local history projects, and comprehensive projects that incorporate pedagogy of place into the curriculum or that promote deeper integration of school and community. (SV)

ED 443 610 RC 022 302

Assessment Monograph: A Special Report to the Rural School and Community Trust.

academics were held by far fewer programs. Programs did not emphasize leave-no-trace wilderness living skills. Assessment in wilderness orientation programs occurred mainly as group discussion with leaders and participants and informal discussion with leaders. Less frequently occurring were formal discussions with leaders and use of post-program surveys. Most programs did not access assessment information throughout the wilderness orientation experience. Seventy percent of programs spent most of their time in a wilderness or outdoor setting and the duration of most programs was 3-6 days. Most program directors possessed advanced academic degrees. Two-thirds of programs were located within outdoor programs, which historically have had personal and social development goals and a lack of formal assessment procedures. (TD)

ED 443 627   RC 022 530

Lindenmeier, Donna K.
Decisions and the Environmental-Adventure Model.
PUB DATE- 99
NOTE- 7p.; In: Proceedings of the 13th Annual International
  Conference on Outdoor Recreation & Education (Jackson Hole, WY,
  November 1-6, 1999); see RC 022 528.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Educational Attitudes;
  *Environmental Education; *Individual Development;
  Interpersonal Relationship; Models; *Outdoor Education; Theory
  Practice Relationship
IDENTIFIERS- Texas

Historically, outdoor recreation/education (ORE) has been associated with environmental recreation/education, but in the past few decades has become increasingly associated with adventure education/recreation. Many outdoor programs have attempted to combine the two elements; others question the combination of the two elements in a single program. The opinions of 30 Texas professionals in the private and public sector in outdoor education, environmental education, adventure education, recreation, and leisure were collected to create a functional model of ORE programs. No statistically significant difference between groups was noted in their characterization of the relationship between environmental and adventure recreation/education on two rounds of questionnaires, but qualitative findings indicate that environmental education and adventure education can be complementary if done well and not complementary if done poorly. Consequently, a new dynamic environmental education-adventure education relationship model was developed in which adventure education moves along a continuum of understanding and developing interpersonal to intrapersonal relationships, and environmental education moves along a continuum of participant understanding of ecosystemic to ekistic relationships. The model proposes that environmental and adventure education can function separately in working toward participant development, but it also demonstrates the potential relationships across areas of development. A figure depicts the model. (Contains 19 references.) (TD)

ED 443 628   RC 022 531

Campbell, Richard
The Psychology of Groups: Why Quality and Impartial Leadership Is
  Critical to a Group's Success.

brokering sponsorship, promoting local programs, representing to the government, and promoting national and international linkages. Financing will include subscriptions and sponsorships, fee-for-service activities, government seed funding for 3 years, E-commerce, training delivery, and grants. (TD)

ED 443 645 RC 022 558

Drabenstott, Mark
New Directions for U.S. Rural Policy. The Main Street Economist: Commentary on the Rural Economy.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conferences; *Economic Development; *Educational Needs; Futures (of Society); *Human Capital; Policy Formation; *Public Policy; Rural Areas; *Rural Development; *Rural Economics; Rural Education; Technological Advancement
IDENTIFIERS- Education Economy Relationship

Over 250 rural leaders attended the conference "Beyond Agriculture: New Policies for Rural America," held in Kansas City (Missouri) in April 2000. The conference began with an assessment of where the rural economy and rural policy are headed in the new century. Speakers suggested that the rural economy is likely to remain a mix of weakness and strength in the foreseeable future and that current U.S. rural policy--a motley collection of many different policies with no unifying mechanism--will not meet the challenges ahead. A fundamental rethinking of rural policy is needed to meet the challenges of the new century, particularly the need to improve educational attainment and worker training in rural areas, to fully integrate rural schools into telecommunication networks, and to move beyond policies focused on agriculture alone to more balanced rural development approaches. Federal Reserve Chairman Alan Greenspan pointed to technology as the driving force of the rural economy in the new century. The second conference session examined how rural America can seize new economic opportunities and discussed ways to bolster three critical economic resources in rural areas: infrastructure, human capital, and leadership. The final conference session explored new directions for rural policy: shifting from a sectoral to a territorial focus, devolving policy administration to "new regions" that often cut across traditional political boundaries, coordinating policies across sectors, and pursuing new policy goals. Conference speakers are listed. (SV)

ED 443 646 RC 022 560

Keefe, Susan Emley
Mountain Identity and the Global Society in a Rural Appalachian County.
PUB DATE- 00
NOTE- 23p.; Paper presented at the National Conference on Ethnicity and Gender in Appalachia (Huntington, WV, March 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Community Relations; Family Life; *Identification (Psychology); Quality of Life; Rural Areas;

Society; Science Education; *Scientific Literacy; *Teacher Attitudes; Teacher Behavior; Teacher Education; Teacher Improvement; Teaching Methods; *Teaching Styles

Science education reform literature is dominated by calls to improve the teaching and learning of science in order to meet the demands of diverse students in a highly technological society. This paper discusses the relationship between teacher beliefs and instructional practices, particularly with regard to science-technology-society (STS) instructional themes. The link between professional development and teacher beliefs is also explored. A model of teacher professional development, the Kansas Collaborative Research Network (KanCRN), is discussed. (Contains 21 references.) (WRM)

ED 443 670 SE 063 674

Cascadden, Tracey E.; Tull, Debra S.; Wood, Marcy B.
The Natural Sciences Program at the University of New Mexico: Personalizing Science for Elementary Education Majors.
PUB DATE- 99
NOTE- 13p.; Sandia National Laboratories, the New Mexico (NM) Commission on Higher Education, the NM Collaborative for Excellence in Teacher Preparation, and the UNM Department of Earth and Planetary Sciences and College of Arts and Sciences provided program funding.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Style; *Constructivism (Learning); Elementary Education; Elementary School Teachers; Higher Education; *Knowledge Base for Teaching; *Learning Modalities; Learning Strategies; Science Education; *Scientific Concepts; Teacher Attitudes; *Teaching Methods

This paper describes the philosophy, implementation, and assessment of the Natural Sciences (NatSci) Program at the University of New Mexico which is designed to provide preservice elementary and middle school teachers with the understanding of science content and processes necessary to teach science confidently and competently in their future classrooms. The program's emphasis on small classes, concept-building, integration of sciences, diverse learning styles, and the use of constructivist teaching techniques appear to be successful in increasing students' comfort level in science. (WRM)

ED 443 671 SE 063 675

Crowther, David T.; Cannon, John R.
How Much Is Enough? Preparing Elementary Science Teachers through Science Practicums.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Higher Education; Instructional Effectiveness; *Practicums; *Preservice Teachers; Science Education; *Self Efficacy; Teacher Attitudes; *Time Factors (Learning)

This paper presents the results of a study that both quantitatively and qualitatively studied the relationship between the duration of a science education practicum and elementary education majors' self-efficacy beliefs related to

Pebbles in the Ocean or Fountains of Change? New Insights on Professional Development: Examining the Links--Professional Development, Teacher Leaders, and School Change.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999). Two pages contain cut-off text.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Education; *Leadership; Mathematics Education; Pedagogical Content Knowledge; *Professional Development; Science Education

A holistic approach to research design was used in this analysis of a long term, large scale professional development project held at 8 university sites in one state over a 3 year period that involved 360 teacher leaders and their principals from 180 elementary schools. The purpose of this analysis was to examine the links among professional development, teacher leaders, and change in the teaching of science and mathematics. Qualitative and quantitative data were gathered over the 3 years on a number of different aspects of the project, some of which have previously been reported. Data sources included observations, interviews, and written program documents. Detailed analyses examined models of professional development, the lead teachers' implementation of these models in schools, design and components of professional development experiences, and important factors for professional development cited by lead teachers. The qualitative methodology revealed important links, connections, and implications that emerged from the multiple data sources. Findings indicate three important categories (Content and Pedagogy, Leadership Content, Leadership Planning and Practice) that should be included in professional development. The components of these categories are identified and described and reveal new insights on professional development. Recommendations are provided for professional development that enhances school change. (Contains 46 references.) (Author/ASK)

ED 443 697   SE 063 858

Nagy, Kristin; Collins, Angelo; Duschl, Richard; Erduran, Sibel
Changes in Science Teachers' Practice & Beliefs: Progress toward Implementing Standards-Based Reforms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acids; Chemistry; *Evaluation; *Inquiry; Middle Schools; Problem Solving; Science Curriculum; Science Instruction; Science Teachers; *Scientific Principles; *Teacher Attitudes
IDENTIFIERS- Bases (Chemistry); Project 2061 (AAAS)

Consistent with the current reform movement in science education, the purpose of this study was to examine how the introduction of an innovative curriculum influenced teachers' beliefs. Six teachers each implemented an Acids & Bases Curriculum Unit in a

Differences were found in students' interests in science. Those students that participated in a noncompetitive fair scored higher than those students who were involved in a competitive fair. The aptitude treatment interaction analyses revealed that low ability students would be expected to respond with a greater increase in interests in science when the award structure is noncompetitive. However, high ability students respond negatively under the same conditions. (Contains 18 references.) (Author)

ED 443 719 SE 063 946

Veal, William R.; Tippins, Deborah J.; Bell, John
The Evolution of Pedagogical Content Knowledge in Prospective Secondary Physics Teachers.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Epistemology; Higher Education; *Pedagogical Content Knowledge; *Physics; Preservice Teacher Education; *Professional Development; *Science Teachers; Secondary Education; Student Centered Curriculum; *Teacher Attitudes; Teaching Methods

The purpose of this study was to describe the evolution of pedagogical content knowledge (PCK) in prospective secondary physics teachers. Craft knowledge was used as one epistemological perspective. The researcher used two cases, two prospective physics teachers, and followed their development through the science curriculum class and student teaching field experience of their teacher preparation program. Content-specific, situational vignettes were created as a tool to monitor the participants' development of PCK. Data were collected through several methods and were analyzed using qualitative content analyses. The results of this study support three major findings about the development of PCK in prospective secondary physics teachers. First, the prospective physics teachers believed that experience in the classroom was an integral part of their development. Second, prospective teachers became student centered in their teaching approach and began to reflect and philosophize about their beliefs of science teaching and learning. Third, the development of PCK was determined to be complex and non-linear. In particular, content knowledge, followed by knowledge of students, were determined to be the most important knowledges in the development of PCK. Knowledge of content and students formed a base from which prospective teachers could develop domain-specific PCK. (Contains 57 references.) (Author/ASK)

ED 443 720 SE 063 948

Laugksch, R. C.; Spargo, P. E.
Scientific Literacy of Selected South African Matriculants Entering Tertiary Education: A Baseline Survey.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Foreign Countries; Higher Education; Science Instruction; *Scientific Literacy; *Sex Differences

ED 443 742   SO 031 325

Peters, Richard Oakes
Focusing on Citizenship Training in the Social Studies.
PUB DATE- 99
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Participation; *Citizenship; *Citizenship Education; Citizenship Responsibility; Elementary Secondary Education; Law Related Education; Social Studies

This paper includes definitions for citizenship and citizenship skills and explains the importance of civic competence and how it can be acquired by students as they progress through the K-12 social studies curriculum. The table of contents includes: (1) "Citizenship & the Curriculum"; (2) "Focusing on Participatory Citizenship" (an essay explaining that students attain citizenship skills through active participation, both in school and the community and that these skills require personal commitment, reasoned thought, and action); (3) "A Participatory Citizenship Project" (a year-long community service project explaining the cooperative living habitat concept); and (4) "A Teacher Training Course" (an outline of the origins and character of the U.S. legal system; civil justice and criminal justice, and ways that law-related education can be infused into existing social studies curricula; and the U. S. system of government and the rights and responsibilities of citizens). Contains 13 references. (LB)

ED 443 743   SO 031 326

Shields, James J.
Japanese and United States Schooling: A Comparative Perspective.
PUB DATE- 98
NOTE- 7p.; Lecture prepared for an online, interactive dialogue among Japanese and United States high school teachers participating in the City College University of New York, Center for School Development SCHOOL-LINK PROJECT, funded by the US-Japan Foundation, July 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Comparative Education; *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; *School Culture; Student Needs
IDENTIFIERS- Educational Issues; *Japan; *United States

Scholars and educational policymakers are interested in identifying successful national school systems that might provide effective models of educational theory and practice for transfer to other nations. U.S. educators have been interested in the success Japan has had in a broad range of measures of academic achievement and school participation rates. This paper takes a comprehensive look at Japanese schools by defining their characteristics and comparing strengths and weaknesses of both U.S. and Japanese school systems. (BT)

ED 443 744   SO 031 329

Iram, Yaacov
Dialogue of Cultures: The Israeli Experience.

ED 443 765 SO 031 860

Parker, Franklin; Parker, Betty J.
U.S. Medical Education Reformers Abraham Flexner (1866-1959) and Simon Flexner (1863-1946).
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biographies; *Educational Change; *Educational History; Higher Education; *Medical Education; *Professional Recognition; *Social History
IDENTIFIERS- *Flexner (Abraham); Johns Hopkins University MD; Reform Efforts

This paper (in the form of a dialogue) tells the stories of two members of a remarkable family of nine children, the Flexners of Louisville, Kentucky. The paper focuses on Abraham and Simon, who were reformers in the field of medical education in the United States. The dialogue takes Abraham Flexner through his undergraduate education at Johns Hopkins University, his founding of a school that specialized in educating wealthy (but underachieving) boys, and his marriage to Anne Laziere Crawford. Abraham and his colleague, Henry S. Pritchett, traveled around the country assessing 155 medical schools in hopes of professionalizing medical education. The travels culminated in a report on "Medical Education in the United States and Canada" (1910). Abraham capped his career by creating the first significant "think tank," the Institute for Advanced Study in Princeton, New Jersey. The paper also profiles Simon Flexner, a pharmacist whose dream was to become a pathologist. Simon, too, gravitated to Johns Hopkins University where he became chief pathologist and wrote over 200 pathology and bacteriology reports between 1890-1909. He also helped organize the Peking Union Medical College in Peking, China, and was appointed Eastman Professor at Oxford University. (BT)

ED 443 766 SO 031 890

O'Brien, Dora
From Moscow: Living and Teaching among the Russians in the 1990s. Russian Memoirs Series No. 4.
PUB DATE- 00
NOTE- 113p.; Published by Bramcote Press, Nottingham, England.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; *Educational Practices; Elementary Education; Foreign Countries; *Personal Narratives; *Reminiscence; *School Culture; *Social Studies; Teacher Role
IDENTIFIERS- *Daily Living Literature; *Russia; Transition Management

This book recounts events in a Russian school during the 1990s when Russia itself was in transition. The book tells the story of an English teacher who dreamed of working in Russia and nearly 30 years later saw her dream come true. Old ways run in parallel with new Western-inspired methods. The outlooks of different generations more than ever represent opposite viewpoints. The book describes a series of encounters with Russian people and attempts to explain their warmth, their resourcefulness in difficult times, and their great sense of

PUB DATE- 00
NOTE- 11p.; Portions of this paper were presented at the Annual Meeting of the National Social Science Association (Las Vegas, NV, March 26-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Beginning Teacher Induction; *Beginning Teachers; Consciousness Raising; Cultural Pluralism; Diversity (Student); Elementary Secondary Education; *Faculty Development; *Field Experience Programs; Higher Education; Preservice Teacher Education; State Standards; Teacher Recruitment; Teaching Methods
IDENTIFIERS- California

This paper describes teacher professional development through field-based education within the expected standards of the teaching profession, drawing from research and experience with current trends and practices in teacher education and student learning. Today's teachers must be prepared to play a more vital role in diverse 21st-century schools. Teacher education programs have been experimenting with new approaches to induction in order to foster teacher support and retention. Several initiatives have evolved in California to retain and better prepare teachers. This includes the state-sponsored Beginning Teacher Support and Assessment induction program and the California Formative Assessment and Support System for Teachers. Teacher education programs foster tolerance of diversity and cultural pluralism among teachers. Field-based education offers opportunities for this type of consciousness raising. Other benefits of field-based education include: opportunities for classroom observations; experiences with the dynamics of teaching and learning; insights about various aspects that affect teaching; and application of conceptual knowledge through inquiry-based teaching. Successful field experiences and induction programs should include such features as: concrete learning opportunities and field experiences; positive social and professional ambience via reflective discourse; and solid partnerships through collaborative efforts to improve programs. (Contains 17 references.) (SM)

ED 443 787 SP 039 337

DeFelice, Melinda; Schroth, Gwen
Women in Texas Who Are Certified but Not Employed as Administrators.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; Attitude Measures; Elementary Secondary Education; Equal Opportunities (Jobs); *Females; School Administration; Sex Discrimination; *Women Administrators; Women Faculty
IDENTIFIERS- *Texas

This study investigated why so many Texas women obtained mid-management certification but remained unemployed in administrative positions, comparing results to data from other studies. A total of 92 women who held administrative certificates in the 1996-97 school year but did not move into administration completed the "Women With Administrative Credentials" survey, which asked about: demographics; career history; number of attempts to obtain administrative jobs;

ED 443 807 SP 039 364

A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom. Information Kit.
PUB DATE- 99
NOTE- 101p.; This document is a revision of ED 418 088.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Standards; Beginning Teacher Induction; Beginning Teachers; Colleges; Community Responsibility; Educational Quality; Elementary Secondary Education; Equal Education; Faculty Development; Higher Education; Personnel Selection; Preservice Teacher Education; Rewards; School Responsibility; *Teacher Qualifications; Teacher Recruitment; Teacher Responsibility; Teachers; *Teaching Skills
IDENTIFIERS- Department of Education

This information kit describes the importance of having skilled and well-prepared teachers in all American classrooms. Section 1, “Why We Must Invest in Good Teaching,” explains that “Good Teaching Makes a Difference.” Section 2, “The Current State of Teaching in America: Five Barriers to Increasing Student Achievement,” describes the barriers: “Painfully Slipshod Teacher Recruitment and Hiring Practices”; “Seriously Flawed Teacher Preparation”; “Unenforced Standards for Teachers”; “Inadequate Support for Beginning Teachers”; and “Lack of Professional Development and Rewards for Knowledge and Skills.” Section 3, “The Coming Crisis,” discusses “Quantity,” “Quality,” “Equity,” and “Our Challenges for the 21st Century.” Section 4, “Efforts To Address Our Teacher Quality Challenges,” looks at “Efforts throughout the Nation” and “Strategies for the U.S. Department of Education.” The subsequent sections describe: “Next Steps for Communities”; “Next Steps for Teachers”; “Next Steps for Colleges and Universities”; “Next Steps for School Administrators”; “Next Steps for Business Leaders”; “Next Steps for State and Local Policymakers”; “Resources”; “Professional Development Award Winners”; and “Endnotes.” The packet includes 23 chart masters for making overheads. (SM)

ED 443 808 SP 039 365

Lasky, Sue; Moore, Shawn
Closing Emotional Distance: An Analysis of Parent-Teacher Interactions in Secondary Schools.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, “Papers Presented at...” (150)
DESCRIPTORS- Foreign Countries; *Interpersonal Relationship; *Parent Teacher Cooperation; *Parents; Secondary Education; *Secondary School Teachers; Social Influences
IDENTIFIERS- Emotions; Ontario

This paper explores the ways in which the culture and organization of teaching influences the experiences and school year and later observed and evaluated during literacy instruction by a Triple L school district liaison. Overall, all the participants were rated as developing their practice in a satisfactory way, but teachers from the partial internship program received higher ratings than teachers who had completed other credential programs. Substantial differences favoring Triple L teachers were found in the areas of learning environments and literacy best practices. The results reveal several areas for improvement that have implications for further research and program evaluation. For example, all of the participants received their lowest ratings in the areas of planning and assessment. In addition to the information the study provided about the progress of these new teachers, the results support the use of the data collection and analysis techniques using developmental scales. Seven appendixes contain interview protocols, the observation summary sheet, two developmental scales for teaching practice, and observation results from fall 1998 and spring 1999. (SLD)

ED 443 826   TM 031 308

Perlman, Carole
Surreptitious Inclusion of Good Teaching in Test Preparation Activities.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; *Standardized Tests; Student Evaluation; *Test Coaching; Test Wiseness; *Thinking Skills; Training; Workshops
IDENTIFIERS- *Chicago Public Schools IL

The president of the school board of the Chicago Public Schools (CPS) Illinois mandated that the Student Assessment unit provide training for all CPS teachers on how to help their students score higher on standardized tests. This paper describes the two books developed as training materials and their preparation. The first step was a literature review that culminated in two brief chapters on test-taking skills and improving students' attitudes and motivation. Several chapters discuss the skills measured on the district and state assessments and provide some general hints on preparing students to take tests in these areas. Workshop training sessions focus on developing students' thinking skills using item templates that help teachers make their own questions to measure thinking skills. The overall message of the training sessions and test preparation books is that standardized tests require that students apply critical thinking skills, and if students are accustomed to answering those types of questions on a regular basis in class, they are likely to do better on the tests. It is difficult to evaluate the impact of the workshops and training materials. Test scores have been going up in the CPS, but it is not possible to determine the causal factors. Teachers report seeing the value of teaching and assessing thinking skills. (SLD)

ED 443 827   TM 031 309

Pomplun, Mark; Frey, Sharon; Becker, Douglas; Hughes, Kay

Measures Approach

This paper describes the approach to consolidating multiple measures of student achievement used by the Long Beach Unified School District (LBUSD) in the 1997-1998 reporting cycle. Beginning in 1996-1997, all California schools that served Title I students or were involved in the state's Coordinated Compliance Review process were required to submit a Student Achievement Report based on multiple measures of student achievement. The LBUSD was relatively well situated to deal with the challenges of this requirement because it had already implemented a district-wide testing program that used performance assessments at multiple grade levels. It was necessary to consider the challenges involved in using component weighting models for combining multiple measures. Problems in combining these measures lead the school district to implement a compensatory standards-based approach. Decision rules for this approach are described, and an example is provided of the decision matrix used to determine student proficiency. The final approach used by the LBUSD did not give the district any unfair advantage over other school districts, while at the same time the LBUSD was able to maintain an internal standard of performance that perhaps was higher than that set by the state. (SLD)

ED 443 847   TM 031 492

Geske, Jenenne A.; Mickelson, William T.; Bandalos, Deborah L.; Jonson, Jessica; Smith, Russell W.
Predicting Acquisition of Learning Outcomes: A Comparison of Traditional and Activity-Based Instruction in an Introductory Statistics Course.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Faculty; *College Students; Curriculum; *Educational Change; Higher Education; Instructional Effectiveness; Outcomes of Education; *Statistics; *Teaching Methods

The bulk of experimental research related to reforms in the teaching of statistics concentrates on the effects of alternative teaching methods on statistics achievement. This study expands on that research by including an examination of the effects of instructor and the interaction between instructor and method on achievement as well as attitudes, classroom environment, and statistics self-efficacy. Data were gathered from 156 students aged 19 to 43 years in an undergraduate introductory statistics course. Two doctoral level graduate student instructors taught these students in four course sections. Results indicate that the anticipated benefits of statistics education reform may be affected by the instructor. Appendixes contain the alternative class course outline, a random rectangles problem, self-efficacy measurement items, and the take-home final examination. (Contains 28 references.) (SLD)

ED 443 848   TM 031 493

Gibbs, Michael H.
Seeking Significance: The Lived Experience of Teachers Using

and administration formats using multidimensional scaling. The statistical equivalence of English, French, and Spanish versions of the survey items was evaluated using analysis of covariance. The results indicate the structure of the survey is consistent across the groups studied, and that the different language versions of the items functioned similarly. The implications of the results for future research in this area are discussed. (Contains 3 figures, 4 tables, and 38 references.) (Author/SLD)

ED 443 868   TM 031 513

Xue, Yange; Meisels, Samuel J.; Bickel, Donna DiPrima; Nicholson, Julie; Atkins-Burnett, Sally
An Analysis of Parents' Attitudes towards Authentic Performance Assessment.
PUB DATE- 00
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Elementary Education; *Elementary School Students; Information Dissemination; Parent Attitudes; *Parents; *Performance Based Assessment; Preschool Education; Report Cards; *Student Evaluation
IDENTIFIERS- *Work Sampling System (Meisels)

This study focused on parents' reactions to the implementation of a curriculum-embedded performance assessment for young children. It examines the Work Sampling System (WSS) (S. Meisels, J. Jablon, D. Marsden, M. Dichtelmiller, A. Dorfman, and D. Steele, 1994), a continuous progress performance assessment system that offers an alternative to norm-referenced group-administered achievement tests for preschool through grade 5. With the WSS, parents become involved in the assessment process. Data gathered from students in schools using the WSS and their parents were analyzed. Of the 350 surveys distributed to families, 246 were completed and returned (70%). Parents in this study held positive attitudes toward the WSS Summary Report and Portfolio and believed that these tools benefited their children. These results suggest that parents appreciate the more detailed information they receive from the WSS. Approximately two-thirds of the respondents preferred the WSS to conventional report cards. Other parents seemed to prefer the letter grades with which they were familiar. The more parents perceived that teachers enjoyed using the WSS, and the more they perceived that teachers were willing to help them understand the WSS, the more they liked the system. An appendix contains a discussion of variables used in the structural equation models. (Contains 2 figures, 9 tables, and 46 references.) (SLD)

ED 443 869   TM 031 514

Sireci, Stephen G.; Patelis, Thanos; Rizavi, Saba; Dillingham, Alan M.; Rodriguez, Georgette
Setting Standards on a Computerized-Adaptive Placement Examination. Laboratory or Psychometric and Evaluative Research Report No. 378.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the National

ED 443 890 TM 031 767

Grissmer, David W., Ed.; Ross, J. Michael, Ed.
Analytic Issues in the Assessment of Student Achievement. Proceedings from a Research Seminar (Washington, DC, November 1998).
PUB DATE- 00
NOTE- 353p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; *Data Analysis; Educational Policy; Elementary Secondary Education; *Measurement Techniques; Minority Groups; National Surveys; Outcomes of Education; *Racial Differences; *Student Evaluation

In November 1998 a group of researchers and scholars gathered to explore methodological issues related to the measurement of student achievement, with a more specific focus on the sharing of perspectives on the black-white test score gap. Papers from this conference are: (1) "Introduction: Toward Heuristic Models of Student Outcomes and More Effective Policy Interventions" (C. Kent McGuire); (2) "Synthesizing Results from the NAEP Trial State Assessment" (Stephen W. Raudenbush); (3) "Moving Educational Research toward Scientific Consensus" (David W. Grissmer and Ann Flanagan); (4) "Response: Guidance for Future Directions in Improving the Use of NAEP Data" (Sylvia T. Johnson); (5) "Understanding Ethnic Differences in Academic Achievement: Empirical Lessons from National Data" (Meredith Phillips); (6) "Certification Test Scores, Teacher Quality, and Student Achievement" (Ronald F. Ferguson with Jordana Brown); (7) "Response: Two Studies of Academic Achievement" (Robert M. Hauser); (8) "Improving Longitudinal Data on Student Achievement: Some Lessons from Recent Research Using NELS:88" (Dominic J. Brewer and Dan D. Goldhaber); (9) "School-Level Correlates of Reading and Mathematics Achievement in Public Schools" (Donald McLaughlin and Gili Drori); (10) "Response: Opportunities for Design Changes" (Valerie E. Lee); (11) "Assessment Trends in a Contemporary Policy Context" (Marshall S. Smith); (12) "Educational Research and Educational Policy: An Historical Perspective" (Christopher Jencks); and (13) "Improving Research and Data Collection on Student Achievement" (Brenda J. Turnbull, David W. Grissmer, and J. Michael Ross). Each paper contains references. An appendix lists seminar attendees. (Contains 19 figures and 29 tables.) (SLD)

ED 443 891 TM 031 768

Erwin, T. Dary
The NPEC Sourcebook on Assessment, Volume 1: Definitions and Assessment Methods for Critical Thinking, Problem Solving and Writing and The NPEC Sourcebook on Assessment, Volume 2: Selected Institutions Utilizing Assessment Results.
SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, DC.
PUB DATE- 00
NOTE- 248p.; For the interactive version of Volume 1, see http://nces.ed.gov/npec/evaltests/.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Critical Thinking;

Appendixes contain sample complaint letters, further affirmative steps, and congressional contact information. (SLD)

ED 443 910 UD 033 692

Educational Neglect: The Delivery of Educational Services to Children in New York City's Foster Care System.
PUB DATE- 00
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biological Parents; *Child Neglect; Delivery Systems; *Educationally Disadvantaged; Elementary Secondary Education; *Foster Children; Foster Family; *High Risk Students; Preschool Education; Student Mobility; Surveys; Urban Schools; Urban Youth
IDENTIFIERS- *New York (New York)

Children in foster care are the most educationally at risk population in New York City, and the longstanding failure of the responsible agencies to address the educational needs of foster children in New York City is a problem that has, for the most part, been ignored. This paper reports on a study aimed at creating a database to inform the delivery of educational services to children in foster care. Data collection involved the dissemination and collection of more than 280 surveys competed by foster and biological parents, educators, social workers, case workers, education professionals, lawyers, and foster children themselves. Most of the biological parents responding (89%) said that they were unaware of, and never informed about, the Early Intervention program while their children were in foster care, and half of foster parents did not know about this program. Only 18% of foster parents reported that children in their care were enrolled in preschool programs. Forty-two percent of the foster children stated that they did not start school immediately on entering foster care, and over 75% stated that they did not remain in their school once placed in foster care, with nearly 65% reporting that they transferred in the middle of the school year. Thirty percent of foster care youth reported receiving special education services, nearly three times the average for New York City. More than half of the young people who responded (52%) reported that they did not feel prepared to support themselves after they left foster care, and over 50% were not satisfied with the quality of the education received while in foster care. These findings and others demonstrate the lack of attention paid to the education of children in foster care. Recommendations are made to improve educational services for these children, while meeting federal, state, and local requirements. (SLD)

ED 443 911 UD 033 693

Reed, Daisy F.; Kirkpatrick, Caroline
Disruptive Students in the Classroom: A Review of the Literature.
PUB DATE- 98
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; Definitions; *Discipline; Discipline Problems; Elementary Secondary Education; Literature Reviews; *Teaching Methods

This literature review explores the issue of disruptive students references.) (SLD)

ED 443 932 UD 033 716

Krei, Melinda Scott
Teacher Transfer Policy and the Implications for Equity in Urban School Districts.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Disadvantaged Youth; Educational Policy; Elementary Secondary Education; *Equal Education; *Teacher Transfer; Transfer Policy; *Urban Schools

Policies and practices associated with intra-district teacher transfers in urban school districts were examined, exploring the implications for educational equity of this aspect of teacher mobility. Human capital theory and the theory of internal labor markets and their institutional rules provided the primary theoretical focus of the research. Four urban districts were included in the study, districts in distinct areas of the United States in which teacher union activity and strength varied considerably. Respondents were 11 school administrators (3 secondary and 8 elementary), 1 former principal, 5 school district officials, 3 local union representatives, a former college of education dean, 4 college of education professors, and an education specialist with the local government. Data provide evidence that the problem of teacher transfer is often more complex than the literature usually indicates. Seniority-based transfer of teachers away from low-income schools is typically associated with union contract provisions. Internal labor market rules in the Northeastern and Midwestern school districts are largely governed by union contracts, and transfer patterns in the Northeastern city generally operate as predicted by earlier teacher mobility studies. However, the process of teacher transfers in the two Southeastern cities operates in less expected ways. In the smaller district, teachers regularly move from low to higher socioeconomic status schools, even in the absence of contract provisions allowing seniority-based transfer. In the other district, an emphasis on desegregation and efforts to give consideration to schools with the greatest needs appear to have contributed to a decline in the rate of transfer. Transfers of quality teachers out and ineffective teachers in often interfere with efforts to offer meaningful staff development, build a sense of mission, and foster a collegial atmosphere among the staff. (Contains 49 references.) (SLD)

ED 443 933 UD 033 717

Borman, Geoffrey D.; Rachuba, Laura T.
The Characteristics of Schools and Classrooms Attended by Successful Minority Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; College Board, New York, NY.; Center for Research on the Education of Students Placed At Risk, Baltimore, MD.
PUB DATE- 00
NOTE- 47p.; Paper presented at the Annual Meeting of the American

Rausaria, R. R., Ed.; Lele, Nalini A., Ed.; Bhushan, Bharat, Ed.
Norms and Standards for Library and Information Science Programmes (BLIS, MLIS) through Distance Mode.
PUB DATE- 99
NOTE- 21p.; These Norms and Standards were considered and approved by the Distance Education Council at its meeting (12th, December 22, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Curriculum Development; *Distance Education; Educational Objectives; Educational Policy; Educational Practices; Foreign Countries; Higher Education; *Library Education; Policy Formation
IDENTIFIERS- Indira Gandhi National Open University (India)

This document outlines standards for distance library education programs in India. Objectives and standards are described for each of the following elements: curriculum design; eligibility criteria; admission/selection procedure; student intake and class size; duration; measure of a course/program; learning resources; student support services; delivery mechanism; student evaluation; faculty; physical and equipment faculty; library; computer facilities; and monitoring and system evaluation. A list of members of the Expert Committee for Development of Norms and Standards for Library and Information Science Programs Offered through the Distance Mode (1996) is given at the end of the document. It also lists open universities (Indira Gandhi National (IGNOU), Dr. B.R. Ambedkar, Yashwantrao Chavan Maharashtra, Kota, Dr. Babasaheb Ambedkar, Nalanda, M.P. Bhoj, Karnataka State, Netaji Subhas, and U.P. Rajarshi Tandon) and correspondence course institutions in India. (AEF)

ED 443 433 IR 057 866

Statewide Masterplan for Nevada Libraries, 2000-2005.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Higher Education; *Library Development; *Library Planning; Library Services; Library Standards; Program Development; Public Libraries; School Libraries; Special Libraries
IDENTIFIERS- *Nevada

The "Statewide Masterplan for Nevada Libraries" provides direction and serves as a blueprint for development of library services throughout the state. The plan is based on input from people who attended meetings throughout Nevada, and also reflects the best thinking of public, school, academic, and special librarians. Following the vision and mission statements, several objectives and actions are outlined for each of these goals: Provide opportunities for lifelong learning for people of all ages; Assure that all residents have equitable access to information; Provide the widest possible access through the use of technology; Strengthen library collections to keep pace with local demands; Expand library services to meet the needs of target populations; Improve quality of services in all libraries throughout the state; and Communicate the Value of libraries and librarians for all people. (AEF) component comprehensive plan for the development of the college's adjunct faculty: (1) structured orientation of new adjunct instructors; (2) development and subsequent delivery of a teaching methods course mandated for all new adjunct faculty; (3) ongoing, individually-initiated mentoring between new adjunct and veteran instructors; (4) development of a structured set of opportunities for social interaction between full-time and adjunct faculty; and (5) creation and promotion of a materials resource center. (VWC)

ED 443 453 JC 000 474

Student Support Program Review. Revised.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Assessment; Outcomes of Education; *Program Evaluation; *Services; *Student Needs; Two Year Colleges
IDENTIFIERS- *San Antonio College TX

This report presents San Antonio College's (Texas) Student Support Program review, which is intended to ensure quality programs in four areas: Admissions, Assessment Center, Counseling, and Services for Special Populations and Student Activities. This report is divided into four parts: (1) introduction; (2) the program review process; (3) the service unit report; and (4) appendices. The introduction presents key definitions, purposes of a program review, scope of the program review process, scheduled five-year program review cycle, basic assumptions, and annual program review time line. The program review process provides an overview and details about the service unit committee, role of the unit coordinator/director, role of the dean, role of the executive vice president, role of the college program review committee, composition of the college program review committee, assessment forms, recommendations on program status, and role of the college president. The service unit report looks at the nature and format of the report, content of the report, service unit objectives, core elements (productivity, need, quality of services), and supporting documentation. Included at the end of this report in the appendices are the service unit report cover page, students served by program components, service trends, need demand checklist, quality of services, end of year report, budget transfer summary, unit plans, assessment and recommendation form, and final assessment and recommendation form. (VWC)

ED 443 454 JC 000 475

Payne, William H., Jr.
Follow-Up Survey of PVCC Graduates, Class of 1996-97.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; *Educational Quality; Graduate Surveys; Job Placement; Job Skills; *Outcomes of Education; Student Attitudes; Student Employment; Transfer Students; Two Year Colleges

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; College Programs; Community Colleges; *Developmental Studies Programs; English; Enrollment; Mathematics; *Outcomes of Education; Program Effectiveness; Student Development; *Student Placement; Two Year Colleges
IDENTIFIERS- *Germanna Community College VA

This report documents student outcomes in developmental English and mathematics courses at Germanna Community College (Virginia) for the academic years 1994-95 through 1999-2000. It provides data to answer three questions: What proportion of students enroll in developmental courses? What is the success rate for students enrolled in developmental courses? What success do students have in completing college-level courses following their developmental coursework? Approximately 60% of curriculum-placed students are recommended for developmental coursework, and approximately 60% of those students actually enroll. Students are much more likely to be recommended for developmental math than developmental English. Approximately 60% of the students who enroll for developmental math and English courses complete them satisfactorily. Students who chose not to enroll in developmental math were more successful in their collegiate math course, even when a developmental course was recommended. This suggests that some of these students were misplaced into the developmental math course. Another possible source for this result is re-assessment of the student after enrollment, which is not recorded on the information system. The success rate in ENG 111 College Composition is essentially the same for students who enrolled in developmental English as those who did not, indicating that these students are receiving an appropriate preparation in their developmental course. (JA)

ED 443 474 JC 000 501

Graduate Outcomes Survey, Fall 1998.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; Educational Quality; Graduate Surveys; *Outcomes of Education; *School Effectiveness; *Student Attitudes; *Student Experience; Technology Education; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Truckee Meadows Community College NV

This report provides the methodology, results, and highlights of a survey developed to assess general education satisfaction of graduates as well as to collect data essential to Nevada's Truckee Meadows Community College (TMCC) Performance Indicators. The Graduate Outcomes Survey is an annual questionnaire distributed to all TMCC students receiving degrees and certificates. Questions are designed to elicit information related to general instruction, educational atmosphere, technology-oriented education, degree-related employment, and variations in opinions and experiences by degree earned. The target population for this survey was all students graduating from TMCC in fall 1997, spring 1998 and summer 1998. Eighty-nine percent of the respondents indicated that they had attained their educational goals throughout their coursework at TMCC. Seventy-seven percent felt that TMCC provided adequate computer access to students, while 72% stated

PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Economic Impact; *Economic Research; *Educational Economics; *Educational Finance; Expenditures; School Community Relationship; School Funds; *Socioeconomic Influences; Two Year Colleges
IDENTIFIERS- *Los Angeles Community Colleges CA

This report addresses the impact of the Los Angeles Community Colleges on the Los Angeles region. Several elements make up the total effect of an educational institution on the economy of the surrounding area: total district expenditures; the amount spent by students to support their education; and the effect of community college education on the income of students after they leave college. The Los Angeles Community Colleges have a large service area that absorbs almost all of its expenditures, while some of its revenue is obtained directly or indirectly from local sources. Therefore, a median figure of 2.0 seems most valid as a multiplier for District expenditures. District expenditures and student expenditures in 1998-99 generated economic activity of approximately $882 million and $583 million, respectively. To most accurately determine the impact of student spending, the cost figure should be multiplied by the full-time-equivalent (FTES) of District students for the academic year. For all Los Angeles adults 18 and over, male and female, with earned income in 1989, the average income differential between 4 years of high school and 1-3 years of college was $4,782. Increased annual income by former students accounted for $3.6 billion. Thus, the total economic impact in 1998-99 was $5.1 billion. (JA)

ED 443 495   JC 000 540

Programs of Studies Leading to an Attestation of College Studies (AEC) in the Business Administration Technology and Cooperation Sectors.
PUB DATE- 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Administration Education; *College Instruction; *Evaluation Criteria; Evaluation Methods; Foreign Countries; Higher Education; Institutional Evaluation; Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups); Vocational Education
IDENTIFIERS- *Quebec

This report provides a guide for the evaluation of programs of studies leading to an Attestation of College Studies (AEC) in the Business Administration Technology and Cooperation sectors in Quebec. The Commission d'evaluation de l'enseignement collegial asks that colleges evaluate all full-time AEC programs they offer in these sectors using this specific guide. Topics of evaluation for the AEC programs include links with sponsoring organizations, adjusting program supply to local needs, and progression of graduates. The college shall consider the socioeconomic needs each of the programs aims to fulfill, with a view to ensuring that they are based on relevant studies, especially of local and regional needs, and the programs. The report identifies a number of promising practices proposed in the district plans, and provides recommendations to both district planners and state officials regarding ways to further enhance community planning and program delivery. In addition, the report details key provisions of the UPK law. Ten basic principles guided the plan analysis and selection of promising practices, clustered under five key policy dimensions: (1) collaboration; (2) universal access; (3) developmentally appropriate practice; (4) diversity; and (5) teacher preparation. For each of the policy dimensions, the report details key findings, identifies promising practices, and makes recommendations for program improvement. Challenges requiring further state action are also identified in the areas of transportation, cross-district contracting, per child allotment, and predictability of funds. The report concludes that while the New York State Universal Prekindergarten Program has the potential for enhancing the development of preschoolers and improving the quality of local early care and education systems, the program's ultimate success will depend largely on how it is implemented by local districts. Five appendices include an annotated bibliography, parent and provider surveys, and sample forms. (KB)

ED 443 515 PS 028 607

Singer, Jerome; Singer, Dorothy
Learning through Play for School Readiness: A Training Program for Parents and Other Caregivers of Preschool Children. Learning Games To Strengthen Children's School Readiness Skills. Videotape with Facilitator's Manual .
SPONS. AGENCY- National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 0p.; Program produced and directed by Harvey F. Bellia of The Media Group of Connecticut, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Educational Games; Instructional Films; Instructional Materials; Leaders Guides; *Learning Activities; Parents as Teachers; Preschool Education; *School Readiness; Videotape Recordings; *Young Children

This video-based program trains parents and other child caregivers to engage 3- to 5-year-olds in simple, motivating learning games to strengthen cognitive, social, and motor school-readiness skills. The training materials consist of a manual for training facilitators and a training video demonstrating how to play each learning game with preschool children at home or in a childcare setting. The manual contains handouts to photocopy and distribute during training sessions, as well as instructions for conducting the training sessions. The handouts include instructions and activity materials, ideas for additional games, and resource lists. The 26-minute closed-captioned training video teaches adults 6 learning games adapted from curricula developed at Yale University and presents an imaginative play narrative for strengthening skills such as language use, counting, and sequencing. Designed to be presented in two training sessions of an hour each, the video first presents three learning games: (1) restaurant game; (2) mirror game: feelings; and (3) travel game: bus to the zoo. The second part of the video presents three additional games: (1) travel game: submarine to the ocean floor; (2) puppet game:

NOTE- 98p.; For 1999 issues, see ED 431 558. Published monthly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *After School Education; *After School Programs; Childhood Needs; Elementary Education; Elementary School Students; Enrichment Activities; Foreign Countries; Mentors; Middle School Students; Middle Schools; Newsletters; Parent Participation; Parent School Relationship; Program Descriptions; Program Development; Program Evaluation; *School Age Day Care; Service Learning; Stress Management
IDENTIFIERS- Europe

This document is comprised of the 12 monthly issues of a newsletter providing support and information for providers of child care for school-age children. The featured articles for each month are: (1) "Reflections on the School-Age Field" (September); (2) "Tips for Effective Service-Learning Projects in Out-of-School Time Programs" (October); (3) "Play Work and School-Age Care in Europe" (November); (4) "A School-Age Mentoring Program" (December); (5) "National Developmental Outcomes Explored" (January); (6) "Plan for Summer Now: Reap Marketing Rewards Later" (February); (7) "A Beginner's Guide to Evaluation and Outcomes" (March); (8) "Good Termination Policies: A Plus for Kids, Programs, and Families" (April); (9) "Between Play and Academics in After-School Programs" (May); (10) "Planning Youth Programs: Democracy as a Design for 10-15 Year-Olds" (June); (11) "Making the MOST out of 3-Days" (July); and (12) "Buffalo YWCA Offers Something 'Special'" (August). Regular features in the newsletter include activity suggestions, information on conferences and resources, and editorials. (KB)

ED 443 534 PS 028 692

Louisiana Parent Partnering Model: Connecting Learning & Earning for Our Children's Future.
PUB DATE- 98
NOTE- 57p.; Funding provided by the Governor's Council on School-to-Work.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Career Choice; *Career Education; *Children; Elementary Secondary Education; Models; Parent Materials; *Parent Participation; Parent School Relationship; Parent Student Relationship; *Parents; Partnerships in Education
IDENTIFIERS- Louisiana; Parent Community Relationship; School to Work Opportunities Act 1994

Noting that parents have a responsibility to help their children prepare for a career, this handbook is designed as a practical resource for parents in Louisiana looking for assistance in helping their children choose and prepare for a career. The handbook presents a parent partnering model connecting learning and earning that focuses on parents' efforts, their relationship to their child's teacher, school, and the community. Also described are actions parents can take to raise a work-ready child or teen, including modeling joy in work and learning, requiring chores, and developing an economic sense. The handbook delineates ways parents can work effectively with teachers and schools, including monitoring homework, developing a portfolio for their child, supporting school change, and a lack of social skills through: inappropriate manners, lack of cooperation, not occupying one's own space, putting down others, interrupting instruction, and inattentiveness. Two major categories of intervention were implemented: direct instruction of selected social skills and cooperative learning strategies. Post-intervention data indicated an increase in student use of all targeted social skills. The intervention of implementing prosocial activities including cooperative learning and direct instruction seemed to have had a positive effect on student behavior. (Four appendices include student survey forms and teacher rating scale and observation checklist. Contains 28 references.) (Author/EV)

ED 443 553 PS 028 714

Colombo, Marianne; Sadowski, Lynne; Walsh, Angela
Improving Kindergarten Students' Transfer Skills through the Use of Thematic Units and an Integrated Curriculum.
PUB DATE- 00
NOTE- 57p.; Master's Action Research Project, Saint Xavier University and SkyLight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Active Learning; Change Strategies; Classroom Research; Cooperative Learning; *Instructional Improvement; *Integrated Curriculum; Intervention; Kindergarten; *Kindergarten Children; Learning Centers (Classroom); Primary Education; *Student Improvement; Teaching Methods; Thematic Approach; *Transfer of Training
IDENTIFIERS- *Transferable Skills

This action research project investigated the use of various methods of teaching as a means of developing an integrated curriculum to address the lack of transfer skills among kindergarten students. Evidence of the problem included the deficiency of skills demonstrated on academic assessments, teacher observations, and anecdotal records. Analysis indicated an isolated curriculum focusing on the quantity of skills taught rather than the quality of methods used to promote transfer, an absence of active learning, and segregated subjects. Interventions included use of thematic units, learning centers, cooperative learning, and active participation in the classroom. The results of the project were favorable. Use of learning centers and an integrated curriculum demonstrated that relevant application of skills presented in an active learning environment led to meaningful discovery and student success. (Five appendices include student survey forms and learning center activities. Contains 33 references.) (EV)

ED 443 554 PS 028 715

Baugous, Kristi; Bendery, Shelly
Decreasing the Amount of Classroom Disruptions in Order To Increase the Amount of Time on Task in Elementary Students.
PUB DATE- 00
NOTE- 73p.; Master's Action Research Project, Saint Xavier University and SkyLight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Behavior Change; *Behavior Problems; *Change Strategies; Classroom Research; Cooperative Learning; *Interpersonal Competence; Intervention; Multiple Intelligences; Primary Education; *Skill Development; Social

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Child Development; Child Health; Emergent Literacy; Health Promotion; Parent Attitudes; Parent Background; *Preschool Children; Preschool Education; *Preschool Evaluation; *Program Effectiveness; *Program Evaluation; Research Methodology; Social Development; Vocabulary Development
IDENTIFIERS- Phonemic Awareness; *Project Head Start; Randomized Experiments

Although an extensive body of literature exists on the impact of Head Start, very few studies have used an experimental design with random assignment, a key methodological component needed to increase the weight of evaluation findings. This study used a randomized design with a wide range of outcomes related to school readiness to assess the impact of the Head Start program. Participating in the study were all eligible 4-year-old applicants and their parents within selected centers in a Head Start program in a southern urban setting. Participants were assigned randomly to Head Start or control group conditions after eligibility determinations had been made. Head Start participants attended the program for at least 7 months. Child assessments were made in the areas of health, social skills, cognitive skills, and preliteracy skills. Analysis techniques included growth curve modeling and traditional analysis of variance. The initial status of the two groups was equivalent; the growth rates for the Head Start children were statistically faster than for the control children for receptive vocabulary and phonemic awareness measures. There were no significant differences between the groups or change over time in social skills or positive approach to learning. For Head Start children, there were no differences in ratings of problem behaviors between the fall and the following spring; ratings of problem behaviors significantly declined for the control group during the same time period. A greater proportion of Head Start parents than control parents reported improvement in some of their child's and their own health habits. (Contains 30 references.) (KB)

ED 443 574 PS 028 737

Caruso, David A.; Horm-Wingerd, Diane M.; Golas, Julianna C.
CHILD, Inc. Head Start & the University of Rhode Island Partnership: The Early Head Start Continuous Improvement & Evaluation Plan.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Early Intervention; *Evaluation Methods; Partnerships in Education; Preschool Children; Preschool Education; *Preschool Evaluation; Program Descriptions; Program Evaluation
IDENTIFIERS- *Early Head Start; Project Head Start

One of the first joint efforts of the collaborative partnership of the University of Rhode Island and the CHILD, Inc. Head Start program has been the design of the Early Head Start Continuous Improvement and Evaluation Project (EHS Plan), research designed to assess and continuously strengthen the quality of services offered to children and families enrolled in Early Head Start. Based on the view that forming an equal partnership between the evaluators and Head Start staff leads motivation (affect and persistence), and task performance were coded from videotapes. Differential effects on children's motivation and learning were found for the three teaching conditions, but no differences were observed for private speech. The scaffolded group obtained the highest task performance scores from pre- to posttest, and the teacher-directed children, the second highest. However, the child-centered group showed a modest decrease in performance over time. Scaffolded children were visibly happiest at the beginning of the posttest task, whereas teacher-directed children were the least happy. Although children became more frustrated and sad as the posttest wore on, child-centered children displayed the most negative affect, and scaffolded children, the least. Children in the scaffolded and teacher-directed conditions showed increases in task persistence from pre- to posttest, whereas those in the child-centered group showed a decrease over time in persistence. Findings suggest that learning and motivation among low-income, Latino preschoolers are best promoted by some degree of teacher-provided structure, as opposed to a rather hands-off child-centered approach. (Author/KB)

ED 443 592 PS 028 755

Ward, Jill M.
Children and Guns: A Children's Defense Fund Report on Children Dying from Gunfire in America.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Age Differences; *Children; Comparative Analysis; *Gun Control; *Guns; Homicide; *Mortality Rate; Racial Differences; *State Legislation; State Regulation; Suicide; Trend Analysis; Victims of Crime; *Violence
IDENTIFIERS- *Child Mortality

Asserting that escalating violence against and by children and adolescents is the manifestation of a range of serious and long neglected problems, this report examines the contribution of deadly firearms to the prevalence of violence in American communities, presents statistics on national trends, and describes state actions. Following an executive summary, the report presents trends in child and teen firearm deaths from 1979 to 1997 due to homicide, suicide, accident, and unknown intent. Age and racial differences in deaths due to firearms are also presented. In addition, state statistics for firearm deaths from 1995 to 1997 are presented in a tabular format. The report continues with an examination of actions taken by various states and communities to protect children from guns. Gun safety laws are described, including laws related to trigger locks, child firearm access prevention laws, and transfer/sale/possession restrictions. The type of gun control laws is delineated by state. The report concludes with recommendations for actions to be taken by parents and grandparents, educators, religious leaders, and community leaders. (Contains 26 references.) (KB)

ED 443 593 PS 028 756

Edmunds, Margo; Teitelbaum, Martha; Gleason, Cassy
All over the Map: A Progress Report on the State Children's Health Insurance Program (CHIP).

SPONS. AGENCY- Rural School and Community Trust, Washington, DC.
PUB DATE- 99
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Assessment; Educational Practices; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Performance Based Assessment; Rural Schools; School Community Relationship; *Scoring Rubrics; Standardized Tests; *Student Evaluation; Test Reliability; Test Validity

This guide to different/alternative assessment was prepared for participants in the Rural School and Community Trust, formerly the Annenberg Rural Challenge. Given that Rural Trust participants focus on local place-based education and the relationship between rural schools and their communities, they are not, by and large, enamored of the externally-developed testing that has come to dominate schooling in America. This monograph briefly explains what's wrong with standardized tests and presents a detailed exposition of several assessment practices that aim to demonstrate student understanding through real-world problem solving and products of student work. These different/alternative assessment practices are also known as authentic assessments, performance assessments, educative assessments (formative evaluation), exhibitions, and portfolio assessment, among others. The monograph outlines principles of alternative assessments, recommends practices for designing different/alternative assessments, offers suggestions for constructing rubrics, and discusses ways to engage students in the evaluation criteria for quality performance. Specific examples are provided from various rural school communities that are constructing assessment procedures to reflect the quality of student work while centering student learning on the local community. An appendix presents a sample of a fifth-grade writing portfolio in a Vermont school. (Contains 16 references and 3 related Web sites.) (SV)

ED 443 611 RC 022 428

Kan-Rice, Pamela, Ed.
California's Changing Face: The Challenge Ahead. Future in Focus, 2000-2025: Population.
PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Age Groups; Agriculture; Demography; Educational Needs; Elementary Secondary Education; Ethnic Groups; *Futures (of Society); Higher Education; Hispanic Americans; Immigrants; Migrant Workers; *Population Growth; Population Trends; Poverty; Rural Economics; Teacher Education
IDENTIFIERS- *California

Part of a series on California's future through 2025, this theme issue of California Agriculture examines how demographic changes and increased ethnic diversity will affect the state's agriculture, economy, and educational system. Research articles are: "Immigration, High Fertility Fuel State's Population Growth" (William A. V. Clark); "For California Farmworkers, Future Holds Little Prospect for Change" (Philip L. Martin, J. Edward Taylor); "Central Valley Evolving into Patchwork of Poverty and Prosperity" (J. Edward Taylor, Philip L. Martin);

PUB DATE- 99
NOTE- 6p.; In: Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, WY, November 1-6, 1999); see RC 022 528.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; Conflict Resolution; *Decision Making; *Group Behavior; *Group Dynamics; Group Guidance; *Interpersonal Relationship; *Outdoor Leadership; Safety; *Social Influences; Social Psychology
IDENTIFIERS- *Groupthink

Many decisions made by outdoor leaders are critical to the well-being of an entire group. Understanding the psychology of groups is important to successful leadership. This paper presents ways that individuals are motivated in groups, how groups respond, some symptoms of problems, and strategies to divert problems that can overwhelm a group. Social facilitation is the increased possibility of accomplishment that results from more people being involved in an endeavor. Social loafing, the decrease in individual effort as group size increases, may be countered by holding people accountable and breaking a large group into smaller ones. People in groups tend to focus on competition, altruism, or cooperation, and groups facilitated in these directions tend to follow the natural flow of group tendencies. Conformity, compliance, and obedience are some social influences that affect groups. Aspects of group decision making include polarization (extremism fostered by group support) and groupthink. Groupthink warrants special attention because of its relevance to outdoor adventure situations, as group members' striving for unanimity overrides their motivation to realistically appraise alternative courses of action. Symptoms and antidotes of groupthink are listed. (TD)

ED 443 629 RC 022 532

Watters, Ron
Revisiting the Common Adventure Concept: An Annotated Review of the Literature, Misconceptions and Contemporary Perspectives.
PUB DATE- 99
NOTE- 15p.; In: Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, WY, November 1-6, 1999); see RC 022 528.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; College Programs; Higher Education; *Legal Responsibility; *Participative Decision Making; *Self Directed Groups
IDENTIFIERS- *Common Adventure

In the 1970s a new form of outdoor trip programming appeared. Known as "common adventure," its best known trait is the absence of a designated leader. In 1970, Gary Grimm, the University of Oregon's first outdoor program coordinator, laid out the key principles: self-directed learning, formation of groups of people with similar interests to achieve objectives, and establishment of an environment in which participants have the opportunity to make independent decisions. Two misconceptions about common adventure programs are that program personnel cannot be paid and cannot share their knowledge with

*Rural Population; Self Concept; *Social Attitudes; Social Change; *Values
IDENTIFIERS- Appalachia; Newcomers; *North Carolina (West); *Rural Culture; Sense of Community

Seven focus groups were held in an Appalachian county in western North Carolina to examine residents' socially constructed identity as "mountain people." The groups were asked seven general discussion questions about social change, quality of life, and the terms "mountain people" and "Southerners." In striking contrast to previous studies of mountain communities, the results indicate a strong, positive cultural identity among participants. Discussion of the meaning of "mountain people" generated a portrait of a people who see themselves as self-sufficient, trustworthy and morally upright, and embedded in personal communities with a deeply rooted heritage. Major themes included knowing how to survive, the importance of ethical standards and one's reputation, neighbors helping neighbors, traditions and values associated with grandparents, young people's growing dependence on technology and loss of basic survival skills such as gardening, community change related to newcomers and the forces of globalization and materialism, and family breakdown and loss of cultural continuity due to deteriorating child-rearing practices. (Contains 17 references.) (SV)

ED 443 647   RC 022 563

Hendricks, William W.; Watson, Alan E.
Wilderness Educators' Evaluation of the Impact Monster Program. Research Paper.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; Elementary Education; *Environmental Education; Outdoor Education; *Program Effectiveness; Program Evaluation; *Role Playing; *Skits; *Wilderness
IDENTIFIERS- *Environmental Ethic; Environmental Impact; Forest Service; *Leave No Trace

The Impact Monster is a skit designed to teach minimum impact techniques and used as a wilderness education tool by federal land management agencies. During the skit, which features role playing by the audience, an "impact monster" demonstrates inappropriate behavior in a wilderness area and a "good guy" corrects the behavior. The skit is part of a K-8 curriculum to teach land ethics and Leave-No-Trace behaviors, but is often used independently in other wilderness education programs with various age groups. An evaluation survey was completed by 55 employees of the Forest Service and other federal land management agencies. Results indicate that the Impact Monster remains a widely used wilderness education tool, rated good to excellent by most respondents. Using a figure clothed in bright colors as the Impact Monster was considered an effective program element. Students in grades 3-6 were considered the most appropriate recipients of the program. Problems experienced included children fearing the gun used in the skit, wilderness educators burning out on presenting the program, and students in grades 6-12 identifying too strongly with the Impact Monster. Frequent suggestions for program improvement included avoiding stereotypes, being sensitive to cultural differences, acquiring props, emphasizing positive behavior, maintaining program flexibility, and developing evaluation methods. Proposed behavioral objectives should focus on Leave-science teaching. Subjects included 64 preservice elementary education majors. A notable qualitative difference was found in the experience of the practicum students who had previously taken science methods as compared to the students who had not taken science methods or who were concurrently enrolled in the science methods course. (Contains 26 references.) (WRM)

ED 443 672 SE 063 676

Dass, Pradeep M.
An STS Approach to Organizing a Secondary Science Methods Course: Preliminary Findings.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Constructivism (Learning); Educational Change; Higher Education; Instructional Effectiveness; Knowledge Base for Teaching; *Science and Society; *Science Teachers; Scientific Literacy; Secondary Education; *Secondary School Science; *Teacher Attitudes; *Teacher Education; *Teaching Methods; Teaching Styles

The current agenda in science education calls for science instruction that enhances student understanding of the nature of scientific enterprise, enables students to critically analyze scientific information as well as apply it in real-life situations, and sets them on a path of lifelong learning in science. In order to prepare teachers who can facilitate this kind of science instruction, substantial reform of both preservice and inservice science teacher education must occur. This paper describes an attempt to organize a secondary preservice science methods course around a science-technology-society (STS) approach. Student feedback suggests that preservice teachers' predispositions influence their views on the effectiveness of the STS approach. (WRM)

ED 443 673 SE 063 677

Dawkins, Karen; Penick, John
Teacher Preferences for an Advanced Masters Degree Based on NBPTS and NCATE Standards.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Degree Requirements; Higher Education; Masters Degrees; *Masters Programs; *Mathematics Education; Mathematics Teachers; Program Design; *Program Development; Program Improvement; Relevance (Education); *Science Education; Science Teachers; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- North Carolina

This study reports on a survey of mathematics and science teachers' beliefs and attitudes toward what they value most in a masters degree program. The survey gathered demographic data from 300 teachers and assessed beliefs and attitudes about the proposed advanced masters degree in North Carolina. Findings indicate that teachers are more interested in program components that directly address instructional issues and less interested in philosophical issues related to instruction and research. (WRM) variety of middle school settings. The teachers were interviewed regarding their beliefs prior to and after the unit. Using the constant comparative method, triangulation of data, and member checking, a number of themes emerged. This paper focuses on changes in the teachers' beliefs about assessment and the nature of science. Each of the changes in beliefs are correlated with the National Science Education Standards (National Research Council, 1996). The conclusion is that implementation of the Standards through use of an innovative curriculum is progress toward changing teachers' beliefs about assessment and the nature of science, but there are further difficulties associated with establishing reforms in the classroom. (Author/ASK)

ED 443 698 SE 063 863

Rascoe, Barbara; Chun, Sajin; Jackson, David; Li, Hua; Oliver, J. Steve; Tippins, Deborah; Nichols, Sherry; Radcliffe, Laura
Scientific Literacy: Interpretations of a Cross-Section of Our Society.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Educational Change; Measurement; Science Activities; Science Education; Science Teachers; *Scientific Literacy; Self Evaluation (Individuals); Technology
IDENTIFIERS- Stakeholders

In order to purport a model that demonstrates how scientific literacy is recognized and its purposes and goals, we need the perspectives and voices of individuals who are stakeholders in the science education reform process are needed. The purpose of this study is to examine the interpretations of scientific literacy from a cross section of the American society who occupy positions of responsibility that relate to science and scientific literacy. The stakeholders in this research effort include participants selected from a sample of scientists, science educators, teachers, administrators, community persons influencing educational decisions, and parents. This qualitative research study includes an analysis of nine open-ended, in-depth interviews. The results (findings) of this study will show the emergence of themes or categories that relate to how our participants recognize (define and measure) scientific literacy. (Author/YDS)

ED 443 699 SE 063 871

Smith, Robin G.
Common Standards and Personal Development: Changing Ideas of What You Need To Know.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Knowledge Base for Teaching; *Preservice Teacher Education; Primary Education; Professional

IDENTIFIERS- South Africa

Given the widely accepted need for scientifically literate individuals and the paucity of relevant data on scientific literacy and formal education in South Africa, it is desirable to assess and to provide baseline data on the ability of the secondary education system to generate scientifically literate matriculants. Reported here are the results of a survey based on the "Test of Basic Scientific Literacy" incorporating selected literacy goals recommended by the American Association for the Advancement of Science. The survey investigated levels of scientific literacy of 4,223 first-time entering university and technikon students, registered in a variety of disciplines at the five principal tertiary educational institutions in the Western Cape. Scientific literacy was examined with respect to population group, gender and variables related to secondary and tertiary education. (Contains 34 endnotes.) (Author)

ED 443 721 SE 063 954

Tao, Ping-Kee
Computer Supported Collaborative Physics Learning: Developing Understanding of Image Formation by Lenses.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Cooperative Learning; Grade 10; High Schools; *Physics; Science Instruction; Teaching Methods

This article reports the use of a computer-supported collaborative learning (CSCL) instruction designed to help students develop understanding of image formation by lenses. The study aims to investigate how students, working in dyads and mediated by multimedia Computer-assisted learning (CAL) programs, construct shared knowledge and understanding. The subjects were a class of 36 grade 10 students working in dyads throughout the instruction. The instruction comprised three stages, pre-test, CSCL activity, and post-test, during which students' within-dyad interactions were audio-recorded and transcribed for analysis. Three months after the instruction, some students were interviewed individually. The pre-test showed that the majority of students held the "holistic conceptualizations" of image formation (rather than the physicists' point-to-point mapping model) which they applied to give incorrect answer/explanations to the questions in the test. In general, the dyads showed overall improvement in understanding in the post-test and interviews although the improvements ranged widely. The rich qualitative data of peer interactions show that students experienced many instances of conflicts and co-construction that were conducive to the development of understanding. They also show that students' development of understanding depends not only on their prior ideas but also on: (a) how they interact with each other and the ideas they invoke; and (b) the mediation by the CAL programs and the teacher. The article ends with a discussion of implications for instructional practices. (Contains 35 references.) (Author/YDS)

ED 443 722 SE 063 955

PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Conference of the Comparative and International Education Society (43rd, Toronto, Ontario, Canada, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Cultural Pluralism; Educational Benefits; Foreign Countries; Futures (of Society); Higher Education; *Intellectual Disciplines
IDENTIFIERS- *Bar Ilan University (Israel); *Israel; Peace Education; Program Objectives; Tolerance

The future of the Israeli society, like the future of all democratic, multicultural societies, will be determined by the ability to maintain a meaningful dialogue among its diverse groups: Jews and Arabs, immigrants from diverse cultures and socio-economic strata. This paper presents and analyzes an educational program to promote understanding and to advance meaningful acceptance and peaceful coexistence as an end result of a continuous dialogue among students of diverse cultures. The paper discusses how the dialogue among diverse cultures may take two forms, tolerance and pluralism. It describes the Israeli society's social cleavages and pluralistic composition, with many divisions in its Jewish majority and the Palestinian minority. The paper outlines the educational program (at Bar-Ilan University) known as Education for Human Values, Tolerance, and Peace. (BT)

ED 443 745 SO 031 353

Diamond, C. T. Patrick, Ed.; Mullen, Carol A., Ed.
The Postmodern Educator: Arts-Based Inquiries and Teacher Development. Counterpoints: Studies in the Postmodern Theory of Education, Vol. 89.
PUB DATE- 99
NOTE- 504p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Action Research; Art Education; *Art Expression; Classroom Techniques; *Educational Research; *Faculty Development; Higher Education; *Inquiry; *Inservice Teacher Education; *Postmodernism; Teacher Educators
IDENTIFIERS- Teaching Perspectives

This collection offers research stories of teachers and teacher educators who explore their own artistic and analytic practices in many different settings. Divided into two parts, the collection examines why arts-based inquiry and teacher development are needed and offers examples of them. Following a prologue entitled "An Invitation to an In-quest" (C. A. Mullen; C. T. P. Diamond), the two parts include: (1) "Why Arts-Based Inquiry and Teacher Development?"; and (2) "Examples of Arts-Based Inquiry and Teacher Development." Chapter titles include: (1) "Art Is a Part of Us: From Romance to Artful Story" (C. T. P. Diamond; C. A. Mullen); (2) "The Air and Iron, Light and Dark of Arts-Based Educational Research" (C. T. P. Diamond; C. A. Mullen); (3) "Mirrors, Rivers, and Snakes: Arts-Based Teacher Development" (C. T. P. Diamond; C. A. Mullen); (4) "'Finding the Pieces' of a Personal Canon: Teachers as 'Free Artists of Themselves'" (C. T. P. Diamond; B. L. Borho; P. F. Petrasek); (5) "Encountering Little Margie, My Child Self as fun and ability to enjoy themselves. Above all, the book attempts to counteract the horror stories that appear in the Western media by describing the life of a school, its students, its staff, and of many Russians in their endeavors to lead a normal life in difficult conditions. (BT)

ED 443 767 SO 031 900

Samoff, Joel
Institutionalizing International Influence: The Context for Education Reform in Africa.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Conference on International Trends in Teacher Education (Durban, South Africa, July 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Developing Nations; *Educational Change; Educational Policy; Educational Practices; Educational Research; *Educational Trends; Elementary Secondary Education; Foreign Countries; Teacher Education
IDENTIFIERS- *Africa; Commonality; *International Trends; South Africa

Perhaps because educational achievement often has been associated with elite status, the organization and focus of education nearly everywhere in the modern era reflects international influences, some more forceful than others. In this era, with few exceptions, the direction of influence is from European core to southern periphery. Institutional arrangements, disciplinary definitions and hierarchies, legitimizing publications, and instructional authority reside in that core, which periodically incorporates students and professors from the periphery, many of whom may never return home. Noting that education convergence in the current era has been marked by both imaginative innovations and the even more striking commonalities across diverse settings, this paper considers the general theme of international influence in education reform and explores the context for education reform in Africa, particularly South Africa. The paper discusses 20th-century education reform and the commonalities across national settings that have most intrigued scholars of comparative education. It describes the context for education reform, and socialist disarray and United States triumphalism, along with the resuscitation of modernization theory. The paper also considers the changing roles in the United Nations system, aid dependence, international education currents, education as investment, education as production, and education as delivery system. It discusses different aspects of education in contemporary Africa, the role(s) of research, and South African "uniqueness." The paper concludes by outlining the challenges for those involved in reforming education in South Africa, in particular teacher education. Contains 49 notes and 86 references. (BT)

ED 443 768 SO 031 901

Lanier, James S.
The Complete Lanier: A Professional Profile.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English

reasons for not applying; willingness to relocate; and type of encouragement or discouragement they received for advancing their careers. Respondents noted personal reasons for not receiving administrative positions. Results indicated typical respondents were in their mid 40s to late 50s, married, with no children at home. Only eight women currently held administrative positions. More than one-third had previously held administrative positions and had relinquished them. Less than one-half had applied for administrative positions in the past 5 years. Two-thirds were unwilling to relocate to receive administrative jobs. In all studies, women experienced strong internal barriers to moving into administration (e.g., family issues and lack of interest). There were many external barriers, including politics, the "good old boy" system, and sexual discrimination. (Contains 17 references.) (SM)

ED 443 788 SP 039 341

Walberg, Herbert J.; Paik, Susan J.
Effective Educational Practices. Educational Practices Series--3.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advance Organizers; Cooperative Learning; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Grading; Homework; Learning Strategies; Mastery Learning; Parent Participation; Regular and Special Education Relationship; Special Needs Students; Teaching Methods; Time on Task; Tutoring
IDENTIFIERS- Direct Teaching Model

This booklet focuses on aspects of effective education that appear to be universal in formal schooling. The practices, which are generally for use in elementary and secondary classrooms, show large, positive learning effects for students in widely varying conditions. Information in the booklet is based on research spanning half a century. Each section begins by presenting findings from the research, then follows up with a discussion of the topic in the classroom. The 10 sections are as follows: (1) "Parent Involvement"; (2) "Graded Homework"; (3) "Aligned Time on Task"; (4) "Direct Teaching"; (5) "Advance Organizers"; (6) "The Teaching of Learning Strategies"; (7) "Tutoring"; (8) "Mastery Learning"; (9) Cooperative Learning"; and (10) "Adaptive Education." (Contains 41 references.) (SM)

ED 443 789 SP 039 342

Myers, Charles B.; Crowe, Alicia R.
Standards-Driven, Practice-Based Assessment of Pre-Service Teacher Education. A Focus on Subject Matter Knowledge and Competence in Social Studies.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

emotions secondary teachers report in their interactions with parents. Hargreaves' (1998) framework, based on the emotional politics of teaching, is modified and applied to the analysis of 68 secondary teacher interview responses from 2 studies that took place in 1997 and 1999 in Ontario, Canada. Four themes that emerged in the data were examined: (1) the prevalence of interaction rather than relationship between secondary teachers and parents; (2) teachers' sense of moral purpose and notions of caring that influence how they interact with parents and interpret these interactions; (3) mutual surveillance between parents and teachers; and (4) notions of teacher professionalism as they shape teacher-parent interactions. Findings indicate that parent-teacher contracts are typically episodic, school-based, and rule-bound. The paper closes with questions and suggestions for further research. (Contains 94 references.) (Author/SM)

ED 443 809 SP 039 367

Morris, Robert C.
Curriculum for At-Risk Students.
PUB DATE- 00
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Diversity (Student); *Dropout Prevention; Dropouts; Educational Change; Elementary Secondary Education; *High Risk Students; Relevance (Education); State Standards
IDENTIFIERS- *Reform Efforts; Reform Strategies

This paper discusses the importance of helping at-risk students avoid dropping out of school by providing an appropriate curriculum for them. If school systems are to achieve greater educational success with at-risk students, they must move beyond traditional approaches. They can do this by: identifying and helping students who demonstrate little or no interest in achieving in school; working with students who are truant; and helping students who tend to leave school before graduation. School districts must provide programs that better meet the needs of at-risk students and programs that better handle negative factors affecting students' school attendance and achievement. This paper defines classic dropouts (e.g., students who are minority group members from families that do not prioritize education, have academic difficulties, and are frustrated or bored in school). The paper also: describes how to establish a system-wide plan; examines the importance of school reform (focusing on state curriculum guidelines and reform activities); and discusses how to make school reform work. It concludes by discussing lasting curriculum reform, which should involve a change of attitude combined with understanding. (Contains 24 references.) (SM)

ED 443 810 SP 039 368

Bichelmeyer, Barbara A.
Interactivism: Change, Sensory-Emotional Intelligence, and Intentionality in Being and Learning.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American

The Validity of a Computerized Measure of Reading Rate.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computer Assisted Testing; *High School Students; High Schools; Higher Education; Reading Comprehension; *Reading Rate; *Scores; Test Format; *Validity
IDENTIFIERS- *Nelson Denny Reading Tests

This paper describes the investigation of a computerized measure of reading rate as measured by the new Nelson-Denny Reading Test CD-ROM (1993). This study addressed three aspects of validity: (1) score comparability between reading rate measured by the computer version and the paper-and-pencil version; (2) concurrent validity with reading comprehension; (3) and predictive validity with academic achievement. Concurrent validity was studied through a score equivalence special study with 182 high school and college students taking both the computerized and paper-and-pencil versions. Mean score differences were not statistically significant, and correlations were significant at the .05 level. Construct validity was displayed through a curvilinear relationship with reading comprehension in addition to adding a significant increase to predicted variance for reading comprehension after reading vocabulary was first used as a predictor. Predictive validity was demonstrated by significant additions to the percent of variance explained in the prediction of high school and English course grades after the reading total score was first used as a predictor. The results of this study support the use of this computerized measure of reading rate and suggest several areas of possible usefulness in the understanding of reading comprehension and the prediction of academic achievement. (Contains 2 figures, 3 tables, and 15 references.) (Author/SLD)

ED 443 828   TM 031 310

Zhang, Liru; Manon, Jon
Gender and Achievement--Understanding Gender Differences and Similarities in Mathematics Assessment.
PUB DATE- 00
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Elementary School Students; Elementary Secondary Education; *Mathematics Achievement; Scores; Secondary School Students; *Sex Differences; State Programs; Test Construction; Test Format; Test Items; Test Results; Testing Programs
IDENTIFIERS- *Delaware

The primary objective of this study was to investigate overall patterns of gender differences and similarities of test performance in mathematics. To achieve that objective, observed test scores on the Delaware standards-based assessment were

Personal Professional Development Plans.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Planning; Elementary Secondary Education; *Professional Development; *Teachers

This paper presents some early findings from an ongoing study of teachers involved in a self-directed professional development plan. The four teacher participants discussed their past and present experiences with the self-directed professional development approach. The reflections of these teachers on the professional development experience and their expression of their perceptions, along with the "hearing" of the researchers (school principal) serve as the interpretative mechanism through which the lived experience is derived. Two conversations with each teacher were taped and transcribed, and two group interviews were held. Themes that have emerged to date are: (1) the importance of lived space; (2) the "click" of places found; (3) ownership of teacher development; (4) experience of the "lived other"; (5) a sense of investment; and (6) the significance of the interaction between teacher and administrator. (Contains 19 references.) (SLD)

ED 443 849 TM 031 494

Newman, Isadore
A Conceptualization of Mixed Methods: A Need for Inductive/Deductive Approach to Conducting Research.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deduction; Hypothesis Testing; *Induction; *Qualitative Research; *Research Methodology; *Validity
IDENTIFIERS- *Mixed Method Evaluation

This paper provides examples of how one can use the research issue and the relationships between qualitative and quantitative research as a frame for instructing students and judging the quality of research. The emphasis is on validity estimates, also called legitimization techniques, with attention to the idea of a qualitative-quantitative research continuum. It is not the technique that makes something quantitative or qualitative, but rather the intention of its use. The question is posed whether the research is testing hypotheses, helping to develop hypotheses, or describing the data. Criteria have been developed by Y. Lincoln and E. Guba (1985) for the validity of qualitative research so that it can be evaluated in a way similar to the more common evaluation of quantitative research. In fact, much of all research is a blend of quantitative and qualitative approaches. The more aware researchers are of this fact, the more likely it is that standards of good and effective research can be established. (Contains 21 references.) (SLD)

Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *College Bound Students; *Computer Assisted Testing; Higher Education; Mathematics; Screening Tests; *Standards; *Student Placement
IDENTIFIERS- *Experts; *Standard Setting

Setting standards on educational tests is extremely challenging. The psychometric literature is replete with methods and guidelines for setting standards on educational tests; however, little attention has been paid to the process of setting standards on computerized adaptive tests (CATs). This lack of attention is unfortunate because CATs are becoming more widely used, and setting standards on these tests is typically more difficult than setting standards on nonadaptive (linear) tests. This paper discusses some of the issues to be addressed when setting standards on CATs, presents the results of a standard setting study conducted on a computerized adaptive placement test, and discusses the implications of the findings for future research and practice in this area. Thirteen mathematics experts participated in the standard-setting study using ACCUPLACER (College Board) scores. The results of the study suggest that standards can be set on CATs using subsets of items from a CAT item pool, and that methods designed to gather test-centered standard setting data more quickly than traditional methods show promise for setting standards on CATs. (Contains 2 figures, 5 tables, and 14 references.) (Author/SLD)

ED 443 870 TM 031 515

Adams, Leah; Karabenick, Stuart A.
Impact of State Testing on Students and Teaching Practices: Much Pain, No Gain?
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *State Programs; *Student Evaluation; Surveys; *Teacher Attitudes; *Test Use; Testing Problems; *Testing Programs
IDENTIFIERS- Michigan

A survey, designed to take approximately 15 minutes to complete, was administered to 1,656 elementary school teachers in Michigan to obtain information on a variety of topics related to student assessment and mandated state testing. Most of the teachers were employed in small suburban or urban schools, and 88% were employed in the public schools. Teachers apparently placed very little value on the mandated tests as a way to evaluate a student's progress, and only 36% said that they used the state tests for this purpose. The assessment measures that teachers did find valuable were those that provided timely and useful information about individual children. Most teachers did recognize a role for mandated tests as diagnostic tools, but most did not agree that such tests should be used for teacher or school accountability purposes. More than one-third of the teachers felt pressure consistently during the school year to prepare their students for the mandated tests, and most thought

Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Problem Solving; Test Use; *Tests; *Writing (Composition)
IDENTIFIERS- Sourcebooks

Volume 1 of this sourcebook is a compendium of information about tests used to assess critical thinking, problem solving, and writing. It serves as a tool for people who want comparative data about the policy relevance of specific student outcomes measured in these areas. An interactive version of Volume 1 allows users to specify their areas of interest and create a customized search of assessment measures in the three domain areas. The tests described in Volume 1 are those that are designed to measure cognitive variables for traditional students. The compendium does not describe less traditional methods such as portfolios and competencies. In addition, the evaluations of the tests are based on the way test developers represent them in their materials and, in some cases, in information from third-part reviews. Volume 2 is a companion volume that provides eight case studies of institutions that have addressed related issues through the use of assessment methods in Volume 1. Volume 1 contains the following sections: (1) "General and Specific Issues in Selecting Assessments"; (2) "Critical Thinking and Problem Solving"; (3) "Templates--Critical Thinking and Problem Solving"; (4) "Writing"; (5) "Templates--Writing Commercially Developed Tests"; and (6) "Templates--Writing Locally Developed Tests." Volume 2 discusses the eight case studies and contains four appendixes providing details about the methodology. (Volume 1 contains 10 tables and 150 references.) (SLD)

ED 443 892   UD 033 394

Fosburg, Linda B., Ed.; Dennis, Deborah L., Ed.
Practical Lessons: The 1998 National Symposium on Homelessness Research (Arlington, Virginia, October 29-30, 1998).
PUB DATE- 99
NOTE- 473p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; Child Health; Child Welfare; Community Resources; Health Needs; *Homeless People; Housing Needs; Integrated Services; Outreach Programs; Physical Health; Prevention; *Public Policy; *Research; Social Services
IDENTIFIERS- Case Management; Consumer Participation; Emergency Shelters

In 1998, one decade after the Stewart B. McKinney Homeless Assistance Act was implemented and research results on the impacts of funding were becoming available, an evaluation of the effectiveness of fifteen programs, which included services such as emergency shelter, primary health care, and education, was needed This report presents 13 papers from a conference on homelessness research: (1) "Demographics and Geography: Estimating Needs" (Martha R. Burt); (2) "Special Populations of Homeless Americans" (Robert Rosensheck, Ellen Bassuk, and Amy Salomon); (3) "Homeless Youth: Research, Intervention, and Policy" (Marjorie J. Robertson and Paul A. Toro); (4) "Making Homeless Programs Accountable to Consumers, Funders, and the Public" (Dennis Culhane, David Eldridge, Robert Rosenheck, and Carol Wilkins); (5) "Giving Voice to Homeless People in Policy, Practice and Research" (Nicole Glasser); (6) "To Dance with Grace: Outreach and Engagement to Persons on the Street" (Sally Erickson and Jaimie Page); (7) "A Review of Case Management for People Who are Homeless: Implications for Practice, Policy, and in the classroom and offers suggestions and possible solutions to the problem. The review was divided into three major areas: (1) definitions and characteristics of disruptive students; (2) reasons why students misbehave; and (3) suggestions and solutions for solving the problem. The meaning of "disruptive student" in the literature is often a matter of perspective and interpretation. What may be viewed by one teacher as disruptive may be seen as normal for a group by another. There is no single explanation offered for the increase in disruptive behavior in the classroom, but the literature suggests that misbehavior, aggression, and violence are caused by factors in the home, society, and school. The literature presents solutions that can be divided into categories corresponding to national school district, school, and classroom perspectives. The national perspective included the use of court orders to protect teachers, improvement of communities around schools, implementation of after-school programs, decreasing access to firearms, and improved teacher training. The school district perspective centered on modifying curriculum, programs, and educational philosophy and developing comprehensive plans for dealing with school violence. Suggested approaches for schools and classrooms encompassed a range of strategies for major and minor behavior problems. An annotated bibliography of 41 sources is included. (Contains 3 figures, 4 tables, and 41 references.) (SLD)

ED 443 912 UD 033 694

Bloomfield, David C.; Cooper, Bruce S.
Recentralization or Strategic Management? A New Governance Model for the New York City Public Schools. Occasional Paper No. 1.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decentralization; *Educational Administration; Elementary Secondary Education; State Legislation; *Strategic Planning; *Superintendents
IDENTIFIERS- *New York City Board of Education

In 1996, the New York State legislature passed a new statute that significantly alters the organization and governance of the New York City Public Schools. The Act weakens the authority of the (decentralized) community school boards, giving the chief executive officer, the schools' Chancellor, more latitude and responsibility for hiring, evaluating, training, transferring, and firing community superintendents and the authority to remove or supersede elected community school boards or individual board members. This paper explores whether this is just a swing in the pendulum from decentralized to recentralized, or whether something more profound, the introduction of strategic management, has happened, making the system more flexible and performance-driven. Closely examining the provisions of the statute, the paper suggests that the new powers of the Chancellor introduce a shift from procedural controls to the key elements of strategic management, constituting a change in urban school governance. The new statute grants the Chancellor and others throughout the system the discretionary authority and resources to attain qualitative outcomes. The Act should be regarded as a blueprint for system-wide empowerment, rather than the establishment of a benevolent dictatorship. (Contains 20 references.) (SLD)

Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Students; *Institutional Characteristics; *Minority Groups; *Resilience (Personality); *School Effectiveness; Self Esteem; Student Attitudes

Using data from the Prospects study ("Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity"), the individual characteristics that distinguish academically successful, or resilient, elementary school students of minority and low-socioecononmic status (SES) backgrounds from their less successful, nonresilient counterparts were identified. Four distinct models of the risk factors and resilience-promoting features of schools were formulated and tested: (1) the effective schools model; (2) the peer-group composition model; (3) the school resources model; and (4) the supportive school community model. Results suggest that minority students from low SES backgrounds were exposed to greater risks and fewer resilience promoting conditions than otherwise similar low-SES white students. In general, the results supported the applicability of uniform individual and school-level modes of academic resilience to all low-SES students, regardless of their race. Greater engagement in academic activities, an internal locus of control, efficacy in mathematics, a more positive outlook toward school, and a more positive self-esteem were characteristic of all low-SES students who achieved resilient outcomes. The most powerful school characteristics for promoting resilience were represented by the supportive school community model, which, unlike the other school models, included elements that actively shielded children from adversity. The implications of these findings for theory and policy are discussed. (Contains 7 tables and 37 references.) (Author/SLD)

ED 443 934 UD 033 718

Ronzone, Donna M.
The Political Work of Teaching: Teachers' Construction of the Status "At-Risk."
PUB DATE- 00
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; *Educational Environment; Elementary Education; *Elementary School Students; *High Risk Students; *Politics; Referral; *Teacher Attitudes

This paper reports the results of a 2-year study that examined one facet of the at-risk phenomena: teachers' construction of the status "at-risk." The status constructions were examined as they were created during teachers' use of Pennsylvania's Support Team Process, a prereferral intervention process used prior to the referral of students for special education services. Intensive observations of 24 elementary school teachers, coupled with formal and informal interviewing, focused attention on the words and actions of teachers as they addressed their perceptions of educational risk in the course

ED 443 434 IR 057 867

Woodward, Robert C.
Maine's Regional Library System: A History.
PUB DATE- 99
NOTE- 16p.; Paper presented at a meeting of the Executive Boards from the Central, Northeastern, and Southern Maine Library Districts (Bangor Public Library, February 24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Interlibrary Loans; Legislation; *Library Development; Library Networks; *Library Services; Public Libraries; Regional Cooperation; *Regional Libraries
IDENTIFIERS- *Maine

Over time, the Regional Library Systems Act has succeeded in its aim to widen and improve access to library services for all Maine residents. Today, students in the smallest high schools and users of the most remote public libraries can plug into the resources of the largest public libraries in the state and draw on the services of their professional staffs. The Act was enacted in 1973 after a long process that began in the 1950s. Background to the development of the Regional Library Systems Act is given, and developments in interlibrary loan since the Act passed the Legislature in June 1973 are outlined. The Regional Library Systems Act has worked remarkably well. Concerns about the loss of local autonomy have been put to rest; users of local libraries and school libraries have improved access to library services when their librarians can tie into the collections of the Area Reference and Resource Centers; and local library staffs are better prepared through the support offered by the District Consultants. Unfinished business remains; a statewide borrower's card has yet to be issued, and many libraries still do not tie into the system. (AEF)

ED 443 435 IR 057 868

Mills, Peggy, Comp.; Buckley, Bonnie J., Ed.; Kerschner, Joan G., Ed.
A Handbook for Trustees of Nevada Public Libraries, 1998 (Abridged Edition).
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Governing Boards; *Library Administration; Library Directors; Library Planning; *Public Libraries; *Trustees
IDENTIFIERS- *Nevada

This handbook is designed to be used as a quick reference and to provide Nevada public library trustees with basic information for helping Nevada public libraries increase their services to meet the informational, educational, and recreational needs of the people of Nevada. The handbook consists of the following chapters: Take Time to Learn the Job; The Board Member's Responsibilities; Board Member Ethics and Liability; The Library Director's Job; The Board and Policy Making; Library

IDENTIFIERS- *Piedmont Virginia Community College

A follow-up survey was conducted on the 1996-97 Piedmont Virginia Community College (PVCC) graduates to determine what jobs they had obtained, which schools they were attending, how much they earned, how satisfied they were with their employment or schooling, and what impact PVCC had upon their careers and education. Eighty-eight graduates completed the survey, for a response rate of 32.1% (the lowest in the decade). Some of the major findings of the study are as follows: (1) an overwhelming majority of respondents (98.8%) indicated that they were satisfied with the quality of their academic programs at PVCC; (2) approximately eight out of ten respondents supported themselves through wage earnings while attending PVCC; (3) the mean grade point average of the 1996-97 graduates who transferred to postsecondary institutions were 3.19; (4) nine out of ten enrolled respondents indicated that the credits they earned at PVCC transferred as expected; (5) about 80% of survey respondents were employed at the time of the survey, and around 75% of the employed respondents worked full time; and (6) about half of the employed respondents felt that their degree from PVCC helped them to obtain their current job. Appendices include survey results, graduate comments, the cover letter, and the survey instrument. (JA)

ED 443 455 JC 000 476

Willett, Terrence; Pfotenhauer, Rock; Luan, Jing; Cross, Jennifer
Research Plan To Analyze the Relationship between Literacy and Skill Level, and Jobs and Salaries of Cabrillo College CalWORKs Graduates.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Basic Skills; Career Development; Community Colleges; *Education Work Relationship; *Educational Research; Employment Qualifications; *Job Skills; *Literacy; *Research Design; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Cabrillo College CA

The report describes research strategies to explore the relationship between literacy and employment and to incorporate the influence of job skills with California Work Opportunity and Responsibility to Kids (CalWORKs) students at Cabrillo College (California). The overall design tests the literacy and job skills of study participants before and after completing their program and then conducts a follow-up survey on their employment after leaving the program. Literacy would be measured with vocational assessments augmented by course and grade history. Job skills would be measured with vocational assessments developed locally and by a test developer. The employment follow-up would occur through the already existing efforts to track employment of vocational students. The study would run for five years. Results from this study would provide a detailed picture of the academic and vocational success of CalWORKs students in relation to their literacy and job skill levels. The data would show what qualities of the student most strongly predict employment, which is critical for program planners and students to know. For instance, the analysis would reveal whether basic skills or job skills differ in their influence on employability. The report also presents the results of a pilot study conducted to develop methods of that instructional equipment adequately met student needs and demands. Approximately 80% of the students responding to the survey stated that they were currently employed. More than 40% of the graduates indicated employment in fields related to their degree. (JA)

ED 443 475 JC 000 503

Remedial/Developmental Enrollments, Summer and Fall 1999.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Basic Skills; College Preparation; *Developmental Studies Programs; *Enrollment; *High School Graduates; High Schools; Higher Education; *Remedial Instruction
IDENTIFIERS- *University and Community College System of Nevada

In keeping with 1997 Nevada legislation, the University and Community College System of Nevada (UCCSN) provides to the school districts of the state information about enrollments in remedial courses within the UCCSN and the costs associated with providing that instruction. Although remedial courses are provided to both recent high school graduates (those who graduated between September 1998 and August 1999 for the purposes of this report) and to a significant number of older, returning students, this report focuses exclusively on the experiences of the recent high school graduates. The UCCSN policy for placement of students into appropriate English courses is first provided. There is no uniform policy for placing students into remedial math courses. Tables present data for each of the 18 school districts in the following areas: (1) number of students, student credit hours, and total costs for enrollment in remedial courses; (2) remedial courses taken, by school district and college or university attended; and (3) the percentage of graduates in UCCSN that are enrolled in remedial courses. Overall, 26.1% of recent Nevada high school graduates enrolled in UCCSN are enrolled in at least one remedial course (unduplicated headcount), and recent high school graduates comprise 19.6% of all UCCSN students in remedial courses. (CAK)

ED 443 476 JC 000 506

Research Report 99-2: A Seven-Year Comparison of Mendocino College Student Characteristics.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Enrollment; *Enrollment Trends; *Statistical Analysis; *Student Characteristics; *Trend Analysis; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Mendocino College CA

This report is based on the set of Management Information System (MIS) Summaries of Student Characteristics reported by Mendocino College from fall 1992 to fall 1998. Basic student characteristics data are annually reported by each district to the California Community Colleges in the format established by the statewide MIS. An overall review of changing patterns of student characteristics is intended to provide a descriptive picture of present and past attendance patterns at Mendocino College, as influenced by both internal and external policies internal coherence of each program, with a view to ensuring that it is based on a logically ordered education plan. The self-evaluation report must include a description of the self-evaluation procedure, a description of the program, and self-evaluation of the program. Information that may prove useful for carrying out self-evaluation of the program is presented based on the following criteria: program relevance; program coherence; value of teaching methods and student supervision; appropriateness of resources; program effectiveness; and quality of program management. A list of advisory board members and the institutions authorized to offer an AEC are appended. (JA)

ED 443 496 JC 000 542

Beaumier, Jean-Paul; Biron, Joce-Lyne; Poulin, Micheline; Moisan, Claude; Chene, Louise
The General Education Component of Programs of Studies.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Curriculum; *College Instruction; Education Courses; Foreign Countries; *General Education; Higher Education; Institutional Evaluation; Program Implementation; *Self Evaluation (Groups)
IDENTIFIERS- *Quebec

This report provides a guide for evaluation of the implementation of the general education component of programs of studies in Quebec. The college education reform of 1993 has had a particularly strong impact on the general education component of education programs. To gauge the scope of changes made to general education and of efforts made to ensure implementation of the core component, the Commission d'evaluation de l'enseignement collegial has asked the Quebec college system to use this specific guide, which contains the information needed to aid the institutions in the self-evaluation process. Evaluation issues include access to quality general education, joint efforts in implementing general education, and effectiveness of general education implementation and academic success. Colleges are asked to use eleven sub-criteria. The sub-criteria are grouped to enable colleges to assess the implementation of pedagogical aspects, resources and management, and results. Clearly defined learning activities are consistent with the determined standards and objectives. Teacher competence and motivation are maintained and developed through research or professional development activities. The college shall evaluate whether an acceptable proportion of students complete general education within the time frame prescribed for awarding the diploma. Five appendices are included. (JA)

ED 443 497 JC 000 545

Vaughan, George B.
Balancing the Presidential Seesaw: Case Studies in Community College Leadership.
PUB DATE- 00
NOTE- 91p.
LANGUAGE- English

counting; and (3) camping game. (KB)

ED 443 516 PS 028 615

Stephenson, Susan Mayclin
Child of the World: Essential Montessori Age 3-12 Years. Sixteenth Edition.
PUB DATE- 00
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Art Education; Catalogs; Childhood Needs; *Children; Educational Environment; Educational Equipment; Elementary Education; Elementary School Mathematics; Elementary School Science; Family Life; Geography; History; *Instructional Materials; *Montessori Method; Parent Child Relationship; Preschool Education; School Catalogs; Teacher Student Relationship; Toys; Young Children
IDENTIFIERS- Montessori (Maria); Montessori Schools; Peace Education

This book provides information on the basic principles of Montessori education for 3- to 12-year-olds and contains a catalog of equipment, materials, and books for use by adults living or working with children. Information and relevant materials for 3- to 6-year-olds are organized into the following areas: (1) organizing the environment; (2) family life, including care of each other, care of the environment and food preparation and serving; (3) toys and games; (4) blocks and puzzles; (5) earth science; (6) plants and animals; (7) people, including geography and history; (8) language materials; (9) music; (10) art; and (11) geometry and math. Information and materials for 6- to 12-year-olds is organized as follows: (12) cooperation and peace; (13) earth science; (14) plants and animals; (15) geography, history, and biography; (16) language; (17) art and music; and (18) geometry, mathematics, and invention. Two final sections cover parenting and teaching children from birth to 24 years, and an introduction to Montessori education is included. (KB)

ED 443 517 PS 028 617

Repinski, Daniel J.; Zook, Joan M.
Features of Parent-Adolescent Relationships and Adolescents' Problem Behavior.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (Chicago, IL, March 30-April 2, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Attitudes; Adolescent Behavior; *Adolescents; Age Differences; *Behavior Problems; Fathers; Mothers; *Parent Child Relationship; Parent Influence; *Predictor Variables; Secondary Education; Substance Abuse

Seven features of adolescents' relationships with mothers and with fathers (time together per day, number of activities, degree of influence, subjective closeness, and frequency of experiencing positive, hostile, and sad emotions in the relationship) were used to predict adolescents' problem behavior and chemical use. Using a sample of 64 seventh- and 43 tenth-grade adolescents and self-report questionnaires, this advocating PTA involvement. Strategies outlined for parents to strengthen community participation in the career development process include recruiting employers for internships, pushing for expanded post-secondary educational options, and volunteering as a mentor or tutor. The handbook presents SCANS skills, comprised of five competencies and a 3-part foundation of skills and personal qualities needed for solid job performance. Also described is the School-to-Work Opportunities Act of 1994 requiring teachers to expose sixth through eighth graders to career options. In addition, the handbook contains: a self-evaluation checklist for parents regarding their efforts in career preparation; homework tips; suggested activities for elementary and middle or high school students; suggestions for helping their child get a job; and ten things that teachers wish parents would do related to career education. The handbook concludes with contact information for school-to-work partnerships in Louisiana. (KB)

ED 443 535 PS 028 693

Prinsen, Bert
Crossing the Border between Individual and Community: Community Based Parental Support in the Netherlands.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Child Health; Child Rearing; *Community Programs; Coping; Demography; *Family Programs; Foreign Countries; Health Promotion; Home Visits; *Mothers; Parent Child Relationship; *Parent Education; *Parents; Program Descriptions; Program Effectiveness; Program Evaluation; Public Policy; Social Support Groups; Young Children
IDENTIFIERS- *Family Support; Netherlands; Parent Needs

Although support for parents has been common in Dutch policy and practice since the early 1990s, recent efforts are focusing on improving the match between supply and demand, improving coherence, and making it easier to identify and to access relevant support agencies; efforts are also focusing on prevention. This article examines how the Netherlands provides community based parental support. The article defines parenting support, considers the need of Dutch parents for such support, and describes related national policy, services, facilities, programs, and projects. The article focuses on the Mothers Inform Mothers program, a community-based, early childhood care and development support program targeted at high-risk groups, and describes the program's goals and methods, its stakeholders and participants, its evaluation and research activities, and its strengths and weaknesses. The article concludes by noting that programs such as Mothers Inform Mothers empower parents in such a way that they are not only active with their own children, but also initiate activities to change the physical environments in which they live. (Contains 21 references.) (KB)

ED 443 536 PS 028 694

Montessori Theory into Practice: A Practical Newsletter for NAMTA Members, 1996-1997.
PUB DATE- 97
NOTE- 50p.; Published twice a year. For the 1995 newsletters, see ED 442 528.
LANGUAGE- English

Development; Student Behavior; Student Improvement; *Time on Task
IDENTIFIERS- Social Skills Training

This action research project sought to increase students' time on task by decreasing the frequency of disruptive behaviors. The targeted population consisted of first- and third-grade students in two suburban communities. The types and frequency of disruptive behaviors that affected time on task were documented by means of teacher, student, and parent surveys; teacher checklists; and anecdotal records. Interventions included a positive discipline program, a character education plan, the teaching of social skills (using cooperative learning and conflict resolution), and activities addressing multiple intelligences. Post-intervention data indicated that the students increased their awareness of appropriate classroom behavior and improved social interactions with peers. There was also a decrease in the number of behavioral disruptions per day. (Three appendices include the parent, teacher, and student survey forms. Contains 49 references.) (EV)

ED 443 555 PS 028 716

Schroeder, Pat Azzolin; Basken, Anne; Engstrom, Linda; Heald, Lori
Using Cooperative Learning Strategies To Improve Social Skills.
PUB DATE- 00
NOTE- 54p.; Master's Action Research Project, Saint Xavier University and SkyLight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Behavior Change; Behavior Problems; *Change Strategies; Classroom Research; Conflict Resolution; *Cooperative Learning; *Interpersonal Competence; Intervention; Primary Education; *Skill Development; Social Development; *Student Behavior
IDENTIFIERS- *Social Skills Training

This action research project sought to improve the social skills of targeted third-graders. The problem of students exhibiting a lack of social skills was documented by means of student discipline referrals, anecdotal records, and teacher surveys. Evidence indicated that students failed to solve conflicts in positive manners, were unable to work cooperatively in groups, and demonstrated off-task behaviors. Interventions included increased instructional emphasis on cooperative learning, direct instruction in social skills, and direct instruction in conflict resolution. Post-intervention data indicated improvement in students' social skills, reflected in students' ability to work together, resolve conflicts in positive manners, and decrease off-task behaviors. (Six appendices include project handouts and questionnaires. Contains 22 references.) (Author/EV)

ED 443 556 PS 028 717

Dawczak, Laureen; Hawk, Laura; Kolenda, Julie; Nye, Janeen
Improving Social Skills through the Use of Direct Teaching and Cooperative Learning.
PUB DATE- 00
NOTE- 68p.; Master's Action Research Project, Saint Xavier University and SkyLight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Behavior Change; Behavior

to collaboration in the conception, design, and implementation of an evaluation study, this collaboration enables the joint formulation of meaningful questions and determination of appropriate methods. This paper highlights the EHS Plan. The project used a multi-variable, multi-system, and contextual research design; data collection strategies included records review, questionnaires for staff and families, observation, and interviews. Three major areas comprising the project are noted: (1) assessment of progress toward program objectives; (2) collection of qualitative information on families; and (3) documentation on program management. An appended table delineates the goals for program evaluation and training, and technical assistance in the areas of child development, family development, community building, and staff development. The report concludes by asserting that the EHS evaluation plan and partnership comprise a model design that can meet the growing needs of Head Start. (KB)

ED 443 575 PS 028 738

Nikoltsos, Catherine
The Art of Teaching Art in Early Childhood Education.
PUB DATE- 00
NOTE- 14p.; Paper originally presented as a part of a lecture series given to an early childhood practitioners'-kindergarten teachers' in-training program at Aristotle University (E.P.E.A.E.K.) (Thessaloniki, Greece, Winter Semester, 1998-1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Activities; *Art Education; Creativity; *Early Childhood Education; Objectives; Preschool Curriculum; Teaching (Occupation); *Visual Arts; *Young Children

The role of arts education has been receiving increasing emphasis in early childhood education. This paper maintains that teaching itself may be considered an artistic, creative activity in the following ways: (1) teaching presents an artistic performance to the student; (2) the teacher has to make judgments during the course of instruction; (3) teaching can become an art if the teacher is not dominated by prescriptions or routines; and (4) results emerge during the instructional interaction. The paper raises questions regarding whether art can be taught and the function of art in education. The unique and valuable contribution of art to knowledge is proposed through an examination of the functions of the brain and the discursive and nondiscursive modes of knowledge. The purposes of art education are presented, focusing on its role in early childhood education. The paper then considers three aims of early childhood art education: (1) personal fulfillment and creative development; (2) social consciousness and the awareness of art in society; and (3) transmission of one's and others' cultural heritage. Ten additional specific aims and objectives of the visual arts are cited, including ways in which a well-organized, balanced arts program will contribute to the physical development, expressive-psychological development, and the technical-artistic skills development of the young child. (Contains 30 references.) (KB)

ED 443 576 PS 028 739

Masche, J. Gowert

SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Kellogg Foundation, Battle Creek, MI.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; *Children; Comparative Analysis; *Health Insurance; Program Descriptions; Program Evaluation; Program Implementation; *State Programs
IDENTIFIERS- *Childrens Health Insurance Program; Medicaid

The State Children's Health Insurance Program (CHIP) was designed in 1997 to support working families by providing affordable, quality health coverage for their children in an efficient, effective, and coordinated way. This report examines the progress made in implementing CHIP nationwide. Information sources included the following: (1) federal data and reports on CHIP and Medicaid by Department of Health and Human Service agencies and the General Accounting Office; (2) state CHIP plans and reports; (3) reports and technical materials by national organizations; and (4) published research in peer-reviewed journals. Among the main findings of the report are the following: (1) every state and the District of Columbia have implemented a version of CHIP, with extensive state differences in plans; (2) rankings by state on their progress in increasing coverage were based on CHIP enrollment alone and CHIP and Medicaid enrollment combined; (3) the top 10 states, based on combined CHIP and Medicaid enrollment, were Alaska, Massachusetts, Maryland, New York, Louisiana, Maine, Missouri, Nebraska, North Carolina, and Arkansas; and (4) states with higher rankings generally adopted streamlined application and enrollment procedures early, had visible leadership from key state officials, and supported aggressive, community-based outreach. The report makes recommendations to increase enrollment and coverage of uninsured children in several areas, including coverage, eligibility, ease of enrollment, improved outreach, continuous enrollment, program coordination and integration, cultural competence, immigrant children, provider participation, accountability, information technology, and family coverage. Web sites and additional resources are appended. (Contains 79 references.) (KB)

ED 443 594 PS 028 757

Ridings, Dorothy S.
Philanthropy: Family Education's Next-Best Friend.
PUB DATE- 00
NOTE- 8p.; Paper presented at the International Conference of the Parents as Teachers (9th, St. Louis, MO, July 11-13, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; *Financial Support; Models; *Parent Education; *Philanthropic Foundations; *Private Financial Support

This paper explores possible contributions of the philanthropic community to education, describing the basics of grantmaking foundations and the growing positive climate for educational support. The paper describes different types of foundations, "Farmworkers Putting down Roots in Central Valley Communities" (Juan-Vicente Palerm); "Welfare Reform Shines a Light on Work-Force Development Challenges" (David Campbell); "How Will the Central Valley Economy Grow?" (Ted K. Bradshaw); "'Third' Institution Needed To Bridge Family-School Gap for Youth" (Stephen T. Russell); "ANR Responds to Hispanic Teenage Pregnancy" (Elizabeth Gong, Stephen T. Russell); "Elderly Population Will Increase Dramatically" (Bryan Lincoln); and "UC Must Take Lead in Curricula Reform, Teacher Training" (Mary V. Price, Richard A. Cardullo). Short research updates include "Women, Minority Farmers Are Growing in California," "Grandparents Become Primary Parents," and "'Tidal Wave II' To Hit Higher Education." (Contains references, photographs, and figures.) (SV)

ED 443 612 RC 022 445

Richer, Kaye; Godfrey, John; Partington, Gary; Harslett, Mort; Harrison, Bernard
Attitudes of Aboriginal Students to Further Education: An Overview of a Questionnaire Survey.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Adelaide, Australia, November 29-December 4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Attendance; Foreign Countries; *Indigenous Populations; *Middle School Students; Middle Schools; Parent Aspiration; Parent Attitudes; Racial Bias; *Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Aboriginal Australians; Australia (Western Australia)

A study examined the attitudes of Aboriginal students concerning their education and their perceptions of their parents' views of education. Questionnaires completed by 473 Aboriginal students in grades 6-10 from 22 urban and rural schools in Western Australia indicated that Aboriginal children had a positive attitude toward their schools and their education. They enjoyed their schooling, did not wish to absent themselves from school, and wished to continue their schooling through high school and beyond. The majority reported that they knew what they wanted to do when they left school and had the ability to stay on at school, but did not feel that their teachers encouraged them to stay on at school. They also believed their parents were supportive of their present and future educational aspirations. Although 82 percent of students reported respecting their teachers, a significant percentage reported that their teachers picked on them at school, did not always help them, and did not understand them. The percentage of students who experienced relationship problems with their teachers indicates that many teachers of Aboriginal students are unfamiliar with or ignore the characteristics of effective teachers of Aboriginal children that have been recognized for two decades. It is suggested that classroom practices informed by deficit logic result in lower teacher expectations, and that the development of close teacher-student relationships is necessary for the transmission of knowledge. Appendices present age of respondents, parent attitudes toward education, student attitudes toward absenteeism, and student perceptions of teacher attitudes. (Contains 14 references.) (TD) others while on trips. In actuality, common adventure advocates such as Grimm proposed a participatory form of leadership and expected leaders to emerge during trips. A lawsuit resulting from a common adventure trip in the early 1980s cast considerable doubt on the legal defense of volunteer directors and verified the contention that providing some supervision and guidance would minimize an institution's liability. Attempts to distinguish among different outdoor programming styles based on whether activities were participant-oriented or originated by an organization led to additional terms such as "cooperative adventure," "structure/safety training," and "packaged trips," which have been intermixed over the years. This paper proposes new terms such as "structured programming" and "unassisted common adventure," and mentions several unassisted common adventure programs offered in institutional settings. (Contains 15 references.) (TD)

ED 443 630 RC 022 533

Watters, Ron
The Common Adventure Model of Outdoor Programming: Philosophical Foundations, Definition and the Effect of Filtering.
PUB DATE- 99
NOTE- 21p.; In: Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, WY, November 1-6, 1999); see RC 022 528.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; College Programs; *Educational Philosophy; Higher Education; Legal Responsibility; Models; *Participative Decision Making; *Self Directed Groups; Teamwork; *Values; Volunteers
IDENTIFIERS- *Common Adventure

This paper examines the philosophical foundation of common adventure and proposes a definition and practical model of the concept. Sixteen values are listed that provide the philosophical foundation of common adventure. Based on this foundation, a possible definition of common adventure would be two or more individuals working cooperatively on an adventure trip toward common goals and sharing expenses, decision making, and responsibilities as equitably as possible. This model is flexible, but three defining boundaries are the participatory nature, absence of continuous autocratic leadership, and absence of monetary benefits to a group or individual. "Filter" describes the process by which models are changed by outside influence. The legal filter has created the most restrictive applications associated with common adventure, especially for institutional programs. The educational filter is the next most influential. The need to provide training and a full range of activities has to be balanced against the voluntary spirit of the model. Other filters at work are administrative, land management, and legacy. The need for common adventure arises from the increasing commercialization of the outdoor field. A series of questions about trip initiators, organizational involvement, handling of expenses, leadership, and participation clarifies aspects of the common adventure model. (Contains 16 references.) (TD)

ED 443 631 RC 022 534

Taylor, Wayne; Messar, Jordan; Martin, Andy; Hoffman, Mitch;

No-Trace principles. (Contains 10 data tables.) (SV)

ED 443 648   RC 022 564

Boethel, Martha
Adapting to Community-Based Learning. (Benefits) Squared : The Exponential Results of Linking School Improvement and Community Development, Issue Number Four.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Development; Educational Attitudes; *Educational Change; Educational Needs; Elementary Secondary Education; Rural Areas; Rural Education; *Rural Schools; *School Community Relationship; *School Policy; *School Role

Building a rural community-school development project where students engage in community-based learning experiences requires changes in the way schools prepare rural youth for the future. This publication examines the kinds of changes a school system must make before planning and implementing community-based learning strategies. Changes in perspective and changes in policy and practice are needed, with changes in perspective the hardest to achieve. Changes in perspective include: expanding ideas about the school's function in the community; rethinking the nature of teaching and learning; changing ideas about students' capabilities; and believing that change can happen. Changes in policy and practice encompass curriculum planning and instruction, assuring academic credit for community-based learning activities, facilitating student access to the community and community access to the school, transportation issues, scheduling issues, and legal considerations. A brief look at school-community initiatives in Balmorhea (Texas), Marshall (Arkansas), and Mora (New Mexico) suggests that two critical factors in the success of these initiatives are a belief in each individual's capacity to make a difference, and good antennae for detecting opportunity. (SV)

ED 443 649   RC 022 567

Kiddle, Cathy
Traveller Children: A Voice for Themselves. Children in Charge Series, No. 8.
PUB DATE- 99
NOTE- 174p.; Published by Jessica Kingsley Publishers Ltd., London.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Cultural Differences; Cultural Maintenance; Distance Education; Elementary Secondary Education; Family Influence; Foreign Countries; *Migrant Children; *Migrant Education; Migrant Youth; Nomads; Outreach Programs; Parent Attitudes; *Parent School Relationship; Self Determination; Social Bias; *Transient Children
IDENTIFIERS- Europe; *Great Britain; *Gypsies

This book looks at the provision and context of education in

ED 443 674 SE 063 680

Saunders, Gerald; Dawson, Carolyn; Tripp, Brad; Pentecost, Tom;
Chaloupka, Meg; Saunders, John
Laboratory Skills and Competencies for Secondary Science Teachers.
PUB DATE- 99
NOTE- 18p.; Partial funding was provided by the Rocky Mountain Teacher Collaborative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Hazardous Materials; Higher Education; *Knowledge Base for Teaching; *Laboratory Equipment; Laboratory Procedures; Laboratory Safety; Science Education; *Science Experiments; *Science Teachers; Secondary Education; *Secondary School Science; Teacher Attitudes; *Teaching Skills

The emphasis on laboratory activities for science students has increased. This paper describes research that sought to determine which laboratory skills and competencies are viewed by current teachers as necessary for the preservice teacher to develop. The skills and competencies survey included 145 items in three categories (general, biological science, and physical, earth, and space science). Results show that knowledge of hazardous material handling and laboratory safety skills were of greatest importance to science teachers. (WRM)

ED 443 675 SE 063 684

Veal, William R.
Hybrid Scheduling Effects on Science Teaching and Learning.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 30p.; Also sponsored by the Research Institute on Teacher Education at Indiana University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Block Scheduling; *Classroom Techniques; High Schools; Instructional Effectiveness; *Science Instruction; Teacher Attitudes; *Teaching Methods; *Time Factors (Learning)

As forms of school restructuring sweep the nation, teachers are interested in how block scheduling will influence their models of professional development. This report examines the effects of a high school's transition from a traditional to a hybrid schedule--three traditional and two block classes each day--on science teaching and learning. Findings indicate that the amount of instructional time influenced the type of teaching strategies employed, and that the specific teaching methodologies used were varied and differed from previous years. (Contains 34 references.) (WRM)

ED 443 676 SE 063 702

Krajcik, Joseph; Marx, Ron; Blumenfeld, Phyllis; Soloway, Elliot;
Fishman, Barry
Inquiry Based Science Supported by Technology: Achievement among Urban Middle School Students.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

Development; *Science Education

This study was designed to investigate how a sample of primary student teachers developed their understanding of scientific ideas, their perceptions of the knowledge that they needed to teach the school curriculum, the sources of their learning, and their views on becoming teachers of science. Focus is placed on their own understandings of their learning and any changes in their views about the subject. Seventeen preservice students were interviewed at the end of a 3-year program of primary teacher education at the point when they could look back at their learning and look forward to their first teaching position. Interviews focused on their understandings of the knowledge that they needed for teaching science in primary schools. Evidence from tests and self-audits of their science knowledge undertaken earlier in the program was used to prompt their reflection on what they had learned and how their ideas had changed. Their views were sought on how they had learned and on how well prepared they felt for teaching science in their early careers. Completion of the study coincided with the introduction of national standards in England that all students will have to achieve in order to qualify as teachers. These standards include the specifications of pedagogical and subject knowledge in science. The study has immediate significance for informing the processes whereby students' knowledge can be audited and advanced. It illustrates the tensions between specifying standards for teaching and recognizing individual differences among student teachers not only in their knowledge, but also in their approaches to learning. More generally, the narrowing of teacher education to technical-rational prescriptions is questioned. Attention is given to the personal dimension and the relationship that adult learners have to a subject as they make the transition from students to teachers. (Contains 13 references.) (ASK)

ED 443 700   SE 063 878

Soares, Eliana Maria do Sacramento; Botome, Silvio Paulo
Teaching of Mathematics in Higher Education.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior; College Students; *Engineering; Higher Education; *Mathematics Instruction; *Teaching Methods

Logic and deductive thinking as well as formal and precise language characterize mathematics as a powerful tool in scientific and technological development as it offers conceptual elements that represent reality phenomena. Thus, teaching mathematics in higher education aims at developing forms of behavior or cognitive competency related to the formalizing, organization, logic reasoning, and elaboration of models to represent the properties of situations by means of mathematical concepts. Knowledge of behavioral analysis, and more specifically the concept of behavior, seen as a complex interrelation with the environment, may help find out what kinds of behavior need to be developed when teaching mathematics in order to prepare engineers to deal with a reality that is strongly affected by advances in computer science and technological development, and to achieve significant results. From information gathered from twenty-two subjects that work in mechanical engineering, mathematical behaviors that mechanical engineers need to show in order to successfully deal with daily routines in their professional

Tao, Ping-Kee
Developing Understanding through Confronting Varying Views: The Case of Solving Qualitative Physics Problems.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Discussion (Teaching Technique); Foreign Countries; High Schools; *Physics; *Problem Solving; Science Education
IDENTIFIERS- Hong Kong

This study explored high school students' collaborative efforts in solving qualitative physics problems. It aimed to investigate whether and how confronting students with varying views help to improve their problem solving skills and develop better understanding of the underlying physics concepts. The varying views were provided to 18 grade 12 students by requiring them (a) to work in dyads on the problems during which they had to consider and confront each other's ideas; and (b) to consider, in a feedback session, multiple solutions to each problem, comparing the solutions with their own and reflecting on their mistakes. The study adopted F. Marton's theory of the structure of awareness as its theoretical underpinning--that is, the varying views would bring to the students' focal awareness, and thus enable them to discern, the different critical aspects of the problem situations. This would help them to develop conceptual understanding. The results show that confronting students with varying views can have three positive effects: (a) it enhanced students' understanding and improved their problem solving skill; (b) it induced students to reflect not only on the object of learning but also spontaneously to consider their approach to learning physics; and (c) it enabled students to see things differently and to consider, and possibly adopt, a new approach to learning physics. Importantly, the findings lend support to Marton's emerging theory. The paper ends with a discussion of the shortcomings and the educational implications of the study. (Contains 24 references.) (Author/YDS)

ED 443 723 SE 063 956

Woodbury, Sonia
A Model of the Influence of Teacher Thinking and Contexts on Teacher Change as Conceptual Change in Mathematics Education Reform.
PUB DATE- 00
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Change; High Schools; *Mathematics Instruction; Mathematics Teachers; *Teacher Improvement; *Teaching Methods

This paper presents a conceptual model that casts teachers' thinking and their practice at the heart of mathematics education reform. Data were collected about each of the interrelated parts of the conceptual model and concerned four

Artist: Pieces from an Arts-Based Dissertation" (M. Buttignol); (6) "Whiteness, Cracks and Ink-Stains: Making Cultural Identity with Euroamerican Preservice Teachers" (C. A. Mullen); (7) "Reciting and Reviewing the Educator Self: An Exhibition of Five Self-Works" (C. T. P. Diamond); (8) "Signs of Ourselves: Of Self-Narratives, Maps, and Essays" (C. T. P. Diamond); (9) "Stories of Breakout: Academic Gatekeepers, Prisoners, and Outlaws" (C. A. Mullen; C. T. P. Diamond); (10) "Carousel: A Metaphor for Spinning Inquiry in Prison and Education" (C. A. Mullen); (11) "'Roped Together': Artistic Forms of Comentoring in Higher Education" (C. T. P. Diamond; C. A. Mullen); (12) "Musical Chords: An Arts-Based Inquiry in Four Parts" (C. A. Mullen; C. T. P. Diamond; M. Beattie; W. A. Kealy); (13) "'From the Next Scale Up': Using Graphic Arts as an Opening to Mentoring" (W. A. Kealy; C. A. Mullen); (14) "'Hello, Can You Play?': Life's Roles with Puppet Performances" (J. Kaufman); (15) "Animals and Curriculum Masters" (N. Paley; J. Jipson); (16) "'Where Should We Begin?': Palimpsest as 'Space Probe'" (C. T. P. Diamond; R. Arnold; C. Wearring); and (Postlogue) "A Quest: Birthing the Postmodern Individual" (C. T. P. Diamond; C. A. Mullen). Contains 30 figures. (BT)

ED 443 746 SO 031 364

The Bible and Public Schools: A First Amendment Guide.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Biblical Literature; Curriculum Problems; Elementary Secondary Education; *Public Schools; *Religion; Religion Studies; Student Rights
IDENTIFIERS- *Bible; *First Amendment; United States Constitution

This First Amendment Guide promotes a model of religious fairness and respect. Public schools should protect the religious-liberty rights of students of all faiths or none. Curriculum should include study about religion as an important part of a complete education. The advice offered in this guide draws on shared vision and relies on recent consensus statements about the role of religion in public schools under current law. The focus is on the Bible because of the need to address the conflicts and confusion surrounding the Bible in the public-school curriculum. (Contains 21 notes.) (BT)

ED 443 747 SO 031 376

Utter, Glenn H.
Encyclopedia of Gun Control and Gun Rights.
PUB DATE- 00
NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Civil Liberties; Constitutional History; *Constitutional Law; Current Events; Elementary Secondary Education; Federal Government; Federalism; Government Role; *Gun Control; *Guns; Law Related Education; Social Studies; United States History
IDENTIFIERS- Second Amendment; *United States Constitution

This reference volume provides information on gun control and gun

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetic Education; *Aesthetics; *Art Education; Biographies; Higher Education; *Masters Theses; *Social Responsibility; Studio Art
IDENTIFIERS- Dewey (John); *Lanier (Vincent); Lowenfeld (Viktor); National Art Education Association

The goal of the project that resulted in the publication of this book was to develop a professional profile of senior art educator, Vincent Lanier, to serve as a source of reliable information for future study. Chapters include: (1) "Purpose and Setting of Study" (outlines the purpose and setting of the study, and describes the author's relationship to his father, Vincent Lanier); (2) "Biography" (gives professional, biographical information about Lanier and looks at his views on the work of people such as Viktor Lowenfeld and John Dewey); (3) "Significant Ideas" (looks at the ideas that are deemed significant in the work of Lanier, including "Democratizing the Ranges of Aesthetic Objects"; "Eliminating Developmental Purpose"; "Aesthetics as the Curriculum"; "Contextualism in Aesthetic Response"; and "Art Education as Social Responsibility"); (4) "Influence on the Field" (examines Lanier's influence on the field of art education and the reasons he has been called "the watchdog of the field"); and (5) "Annotated Collected Works" (provides an annotated collection of Lanier's works, including publications). Contains 12 references. (KC)

ED 443 769 SO 031 906

Samoff, Joel
No Teacher Guide, No Textbooks, No Chairs: Contending with Crisis in African Education.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the African Studies Association (43rd, Philadelphia, PA, November 11-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Developing Nations; *Educational Change; *Educational Policy; Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; Futures (of Society); Higher Education; *Student Needs
IDENTIFIERS- *Africa; *Educational Issues

As the 20th century closes, the general consensus is that education in Africa is in crisis. The challenge is to revitalize education in Africa and to do so in ways that enable African countries not only to close the development gap but also to leap ahead. Pointing out the rich diversity and considering carefully the bounding conditions for each general comment, this paper explores major issues and themes in education in contemporary Africa. The paper states that, as the general crisis has unfolded, external aid agencies increasingly have come to provide development advice as well as finance, and that, consequently, their influence may be far greater than the absolute value of their aid suggests. It reviews the trajectory, from education as social transformation, broad development engine, and foundation for self-reliance to aid dependence and education as targeted skills formation. The paper finds that: (1) in Africa, although education for all

(150)
DESCRIPTORS- Academic Standards; Beginning Teachers; Elementary Secondary Education; Evaluation Methods; Higher Education; *Institutional Evaluation; *Performance Based Assessment; Preservice Teacher Education; Program Evaluation; *Social Studies; *Teacher Competencies; *Teacher Evaluation
IDENTIFIERS- *Subject Content Knowledge; Teacher Knowledge

This paper chronicles the development of national performance-based, subject matter knowledge and competencies standards for the preparation of new social studies teachers, exploring the implications of their recent implementation by colleges and universities nationally. The standards are at the forefront of performance assessments of beginning teacher knowledge and competence in their subject matter and serve as prototypes for new performance standards in all subject matter areas. Since March 1999, they have been required for national approval of social studies teacher education programs in the National Council for Accreditation of Teacher Education accreditation process for preservice teacher education. The paper describes: the national performance-based, subject matter standards-setting process for assessing new teachers and preservice teacher education programs in social studies; the current use of the performance-based, social studies subject matter standards as prototypes for all subject matter standards for new teachers and the preservice programs that prepare them; and implications of using performance-based, subject matter standards as they are being put into place and required for state teacher licensing and institutional teacher education program approval. (Contains 46 references.) (SM)

ED 443 790   SP 039 343

Ganser, Tom
Evaluating a University Mentoring Program for K-12 Teachers: The University of Wisconsin-Whitewater Beginning Teacher Assistance Program.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the International Mentoring Association, (New Orleans, LA, March 31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Faculty Development; Higher Education; *Mentors; Program Effectiveness; Program Evaluation; Teacher Attitudes; Teacher Collaboration; Teacher Improvement
IDENTIFIERS- University of Wisconsin Whitewater

This paper reports the results of a mailed survey of beginning and mentor teachers who participated in the Wisconsin-Whitewater Beginning Teacher Assistance Program (BTAP) between 1988 and 1999, a university-based mentoring program for K-12 teachers. The program features graduate credit for required mentor training and beginning teacher participation; monthly meetings of participants; required conferences and classroom observations; visits to school sites by university personnel; and support for professional development activities or acquisition of professional materials. The survey asked about program features and the impact of program participation on respondents' professional development. Results indicate that the BTAP is relatively successful in serving the needs of beginning teachers and their mentors. Several aspects of the

Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Philosophy; Educational Theories; Elementary Secondary Education; Intention; *Interaction
IDENTIFIERS- *Interactive Teaching; *Reality

This paper documents the theoretical framework of interactivism; articulates the pedagogical theory which frames its assumptions regarding effective educational practice; positions the pedagogy of interactivism against traditional pedagogical practice; and argues for the educational importance of the interactivist view. Interactivism is the term used to describe a philosophical view which assumes that: reality is multiple, changing, and based on physical and natural forces of action and research; truth becomes known when senses and emotions interact with cognition as people react to and act upon their changing realities; and intentionality is good in that it allows people to gain some measure of power over the changing and unpredictable realities of their lives. Interactivist pedagogical theory assumes that the purpose of education is to create sentient learners who are able to recognize and intentionally adapt to changes and variations they experience in their everyday lives. The paper concludes that the interactivist philosophical and pedagogical view may be a starting point for moving beyond the common school model in order to find an answer to the question of how to educate each and every student. (Contains 28 references.) (SM)

ED 443 811 SP 039 369

Hulsebosch, Pat
Inviting Families and Community Members to the Table.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Deafness; Educational Change; Educational Improvement; Elementary Secondary Education; *Family School Relationship; Mathematics Education; *Parent Participation; Partnerships in Education; *School Community Relationship; Science Education

This paper describes the School Community Partnership Development (SCPD) and the Deaf Parent to Hearing Parent Project (DPHPP), which are sources for school improvement and parent education and for the organization and empowerment of communities for long-term change. Families involved in the SCPD engage in math and science activities throughout their children's education. The program is designed to enable parents to be co-participants in school change for improved math and science education at home and school. Through SCPD, parents develop their capacity for leadership within the school and their ability to strategize for change within school structures. The DPHPP focuses on improved family and school life and learning for analyzed to examine: (1) gender differences and similarities across grades 3, 5, 8 and 10 over 2 years; (2) the existence and magnitude of the effects of item format on gender performance; and (3) the existence and magnitude of the effects of test construct, content standards, and cognitive processes on gender performance. The similarities of the overall test performance and distributions of test scores between females and males indicate no gender differences on the Delaware Student Testing Program (DSTP) mathematics assessment and the mathematics assessment of the Stanford Achievement Series, ninth edition (SAT9), also given to these students. Evidence from these analyses suggests that gender differences do exist when the significant differences found in variability are combined with mean differences among students scoring at the top and bottom 10% of the DSTP and the SAT9. The results of the data analysis indicate a slight, but consistent format effect across grades, with males performing better than females on multiple-choice items and females performing better on extended constructed response items. Unlike the results of early studies, no clear patterns of test performance between females and males have been found for the content and cognitive categories of mathematics. Five appendixes contain a discussion of the mathematics content standards, definitions of the cognitive processes of the DSTP mathematics assessment; a discussion of item format, sample items with scoring rubrics, and mathematical references sheets for the assessment. (Contains 7 tables and 39 references.) (SLD)

ED 443 829   TM 031 311

Orrill, Chandra Hawley
Designing a PBL Experience for Online Delivery in a Six-Week
  Course.
PUB DATE- 00
NOTE- 33p.; One of three papers presented in Session 12.02,
  "Problem-Based Learning in an Online Instructional Technology
  Course," at the Annual Meeting of the American Educational
  Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
  Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Educational
  Technology; Graduate Students; Graduate Study; Higher
  Education; *Instructional Design; Integrated Activities;
  Internet; *Online Systems; *Problem Based Learning

This paper describes and evaluates the design process involved in creating a single problem for online delivery in a problem-based learning (PBL) situation. The paper attempts to highlight the issues involved with implementing the problem in a completely distributed environment through a narrative about the design of the problem within an instructional design model. The problem was developed for a graduate-level course titled "Integrating the Internet across the Curriculum." The Theoretical Model for the Design of Open-Ended Learning Environments (OELE) (J. Hill and S. Land, 1998) was used, and following this model, the first steps were analyses of the environment and the participants. Goals were defined, with the PBL approach chosen to provide students with a rich opportunity to explore elements of technology integration. The selection of delivery media was easier because of the researchers' access to an asynchronous conferencing tool that had been developed to support PBL in a distributed environment. The one area of OELE that was different for this delivery was the inclusion of all

ED 443 850   TM 031 495

Delaney, Harold D.; Vargha, Andras
The Effect of Nonnormality on Student's Two-Sample T Test.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (81st, New Orleans, LA, April 24-28, 2000). Sponsored by Hungarian OTKA, Hungarian FKFP, and the Open Society Support Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Monte Carlo Methods; Sampling; *Statistical Distributions
IDENTIFIERS- *T Test; Violation of Assumptions

While violation of the homogeneity of variance assumption has received considerable attention, violation of the assumption of normally distributed data has not received as much attention. As a result, researchers may have the mistaken impression that as long as the assumptions of independence of observations and homogeneity of variance are satisfied, violations of the distributional assumption gave inconsequential effects. This paper reviews some of the relevant literature and reports the results of a new Monte Carlo study indicating that this is not the case. The simulation investigated the effects of varying skewness and kurtosis levels, while maintaining equal population variances, on the two-sample "t" test and Welch's robust "t" test. Sample sizes were either small or moderate, and equal or unequal. Results indicate that, with skewed distributions, the validity of both the "t" test and the Welch test clearly depends on the two distributions being skewed in the same direction. When the two parent distributions are skewed in the same direction, both tests have quite acceptable Type I error rates, even with relatively small samples. However, when the two parent distributions are skewed in opposite directions, then the true Type I error rates can deviate markedly from the nominal level even though population variances are equal. The actual Type I error rate of the "t" test performed at a 0.05 nominal level with homogeneous variances can be higher than 0.08 with a two-tailed test, and can be higher than 0.11 with a one-tailed test. (Contains 16 figures and 23 references.) (SLD)

ED 443 851   TM 031 496

McClafferty, Karen Ann
The Freedoms and Limits of Tenure: An Ideal Typology of Educational Researchers.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *College Faculty; *Educational Research; Higher Education; *Researchers; *Tenure
IDENTIFIERS- *Self Regulation

A study was conducted to explore the factors that have impact on the individual freedom and autonomy of academics in the changing university climate. Through the development of an that students had shown signs of stress over having to participate in mandated state testing programs. The results of the study raise serious concerns about any expansion of mandated testing unless dramatic changes are made in the ways in which such tests are administered. (SLD)

ED 443 871   TM 031 516

Natriello, Gary; Pallas, Aaron M.
The Development and Impact of High Stakes Testing.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; Equal Education; Ethnicity; *Graduation Requirements; *High School Students; High Schools; *High Stakes Tests; *State Programs; *Test Construction; Test Use; *Testing Programs
IDENTIFIERS- Minnesota; New York; Texas

This paper reviews recent developments in the growth of testing as a requirement for high school graduation for K-12 public school systems throughout the United States. It then examines performance patterns on such tests by focusing on results for students indifferent racial and ethnic groups in several states. The multiple meanings of the movement to require students to pass formal statewide tests in order to receive a high school diploma are considered. Twenty-two states currently have such requirements, and an additional five states are developing examinations that will be required for high school graduation. There is little consensus about the impact of high stakes testing on students, teachers, schools, and the general public's perception of education. Without considering the ultimate impact of such tests, this paper reviews the immediate impact by examining the test scores of students from different racial and ethnic groups in Texas, New York, and Minnesota. For each state, the history of state graduation testing, current regulations about exemptions from the tests, racial and ethnic group performance differences, and legal challenges to high school graduation tests are reviewed. If the motivational consequences of high school graduation tests are not positive or at least not uniformly positive cross racial, ethnic, and social class lines, as some research has suggested, then these tests may have the potential to exacerbate further substantial inequities in schooling outcomes. Whatever the interpretation one prefers to place on the high stakes testing movement, there are things that can be done to improve the use of such tests. These center around research into test construction and test use to ensure equal opportunity. (Contains 17 references.) (SLD)

ED 443 872   TM 031 517

McNeil, Linda; Valenzuela, Angela
The Harmful Impact of the TAAS System of Testing in Texas: Beneath the Accountability Rhetoric.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Disadvantaged Youth; *Equal Education; High Schools; State Programs; *Student Evaluation; Test Coaching; *Test Use; Testing Programs
IDENTIFIERS- *Texas Assessment of Academic Skills

Research" (Gary Morse); (8) "Balancing Act: Clinical Practices that Respond to the Needs of Homeless People" (Marsha McMurray-Avila, Lillian Gelberg, and William R. Breakey); (9) "Emergency Shelter and Services: Opening a Front Door to the Continuum of Care" (Judith D. Feins and Linda B. Fosburg); (10) "Transitional Housing and Services: A Synthesis" (Sue Barrow and Rita Zimmer); (11) "Reconnecting Homeless Individuals and Families to the Community" (Debra J. Rog and C. Scott Holupka); (12) "What Do We Know about the Systems Integration and Homelessness?" (Deborah L. Dennis, Joseph J. Cocozza, and Henry J. Steadman); and (13) "Rethinking the Prevention of Homelessness" (Marybeth Shinn and Jim Baumohl). Three appendixes contain an agenda, biographies, and participant list. (Each paper contains references.) (SM)

ED 443 893 UD 033 447

Child Welfare Financing: Looking beyond the New York State Family and Children's Services Block Grant.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Block Grants; *Child Welfare; *Financial Support; Foster Care; *Resource Allocation; *State Aid; Welfare Services
IDENTIFIERS- Case Management; *New York; Reform Efforts

Since the Family and Children's Services Block Grant and the per diem rate methodology have not been effective, especially in the wake of the increasing number of children entering foster care, this policy brief explores ways in which New York State's child welfare system should allocate child welfare dollars to counties and providers to produce better outcomes for children and families and presents a funding proposal for child welfare services. A study of managed care approaches in use throughout the United States identified service models for consideration. Review of these models and a study of the state's child welfare needs resulted in the following recommendations: (1) New York State should fund the Maximum State Aid Rate per diems for all foster care services using the direct care parameters set by the state in its model budget for fiscal year 2001; (2) the state should establish and monitor performance outcomes to ensure quality of care and services for fiscal year 2001; and (3) New York State should develop a case rate payment system for foster care services. (Contains 19 references.) (SLD)

ED 443 894 UD 033 449

New York City's Child Health Clinics: Providing Quality Primary Care to Children in Low-Income and Immigrant Families.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *Adolescents; *Children; Clinics; *Health Facilities; Immigrants; Low Income Groups; Prevention; *Program Effectiveness; Program Evaluation; Public Health
IDENTIFIERS- *New York (New York)

A study was conducted to determine whether the New York City Health and Hospitals Corporation (HHC) is fulfilling dual public health and primary care missions of its Child Health

ED 443 913 UD 033 695

Student Mobility and Academic Achievement: A Report of the Urban Schools Initiative Mobility Work/Study Group.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Data Collection; Elementary Secondary Education; *High Risk Students; Student Mobility; Student Records; Urban Schools; Urban Youth
IDENTIFIERS- Ohio

While student mobility is not a "cause" of low academic achievement, it is one of the correlates of academic performance that should be regarded as a potentially significant factor in shaping students' academic performance. In this document, the Urban Schools Initiative of the Ohio Department of Education makes several recommendations to help urban Ohio students who change schools. Data on mobility rates should be collected in a standardized way by buildings and districts to begin focusing reform efforts to alleviate the effects of student mobility. Each urban school district should initiate a longitudinal study to collect accurate data on student movement over at least 4 years. Once patterns of mobility are identified, schools should undertake steps such as "red flagging" students with three transfers. Each school should provide a welcoming committee for new students, with parent volunteers for the elementary schools and student members for the middle and high schools. Each building should structure the organization and allocation of resources based on the needs of students. Districts should review local decisions that impact mobility, such as special education placement, bilingual programs, and disciplinary transfers. Districts should explore year-round schooling and other models. Districts and the state should exchange information and be sure to provide counseling for parents of transferring students. Some specific suggestions are made for elementary, middle, and high schools. Suggestions are made for funding the creation and maintenance of student mobility data gathering systems. (SLD)

ED 443 914 UD 033 697

Walker, C. R.; Jacobs, W. H.; Mellion-Patin, D.; Collins, D.; Simon, G.
Multicultural Education: Minorities in the Athletic and Academic Arenas.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Athletics; Cultural Awareness; Ethnicity; Higher Education; *Minority Groups; Multicultural Education; *Recognition (Achievement); Role Models; Secondary Education

The academic accomplishments of minorities are not as well known as their athletic accomplishments. In the new millennium, the barriers that limit the expression of true academic acumen of women, African Americans, Hispanics, and Native Americans must be minimized. This paper deals with ways minorities in the athletic and academic areas can further advance the cause of of their work. Results challenge the assumption that students become at-risk as an outcome peculiar to student-centered deficiencies. The data suggest relevant connections between and among some of the contextual aspects of schooling, such as teachers' perceptions and use of time and the processes and practices that allocate the resources of compensatory and special education with teachers' perceptions of being educationally at-risk. Results, which include a demographic portrait of the population of students identified by teachers as at-risk and gifted, indicate patterns of distinction based on minority status, socioeconomic status, and gender. A comparison of the composition of each group in light of teachers' discourse on being at-risk suggests an absence of consideration of the relationship between race and socioeconomic status and educational underachievement. (Contains 63 references.) (SLD)

ED 443 935   UD 033 719

Douglas, Elaine
PlainTalk Starter Kit: A Practical Guide to Community-Based Programming To Reduce Teen Pregnancy, STDs and HIV/AIDS.
PUB DATE- 99
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *Community Programs; Early Parenthood; Pregnancy; *Prevention; *Program Development; Program Implementation; Sexuality; *Urban Youth
IDENTIFIERS- *Sexually Transmitted Diseases

Plain Talk is a community-based initiative designed to assist neighborhood groups and residents in creating and implementing locally acceptable and effective strategies to protect sexually active youth from pregnancy. Plain Talk aims to affect individual, neighborhood, and community behavior through a process that focuses on helping adults develop the skills and tools they need to communicate with young people to reduce adolescent sexual risk taking. This starter kit describes the strategies used in the five Plain Talk sites and attempts to capture the lessons these communities learned while carrying out the program. The kit is organized into six sections: (1) a description of the structure of the program; (2) community mapping; (3) establishing a resident network; (4) developing resident involvement and leadership; (5) education and skills building; and (6) reinforcing key messages. Each section has one or more chapters that provide details about the activity. They offer a description of the activity, suggested steps for carrying it out, trouble-shooting ideas, and resources. Key lessons derived from the Plain Talk program center on the importance of involving community residents and letting them drive the program. (SLD)

ED 443 936   UD 033 720

Freiberg, Christine
Linguistically and Culturally Diverse Students. Populations: African American & Hmong. Language Sample Analysis Companion Guide.
PUB DATE- 97

Budget and Finance; Library Board Officers; Library Board Meetings; The Decision Making Process; Planning for the Library's Future; Library Advocacy and Public Relations; Nevada Library Agencies and Associations; and Glossary. A list of suggested readings is also included. An appendix provides sample job descriptions for library trustees and directors; standards for trustees and minimum public library standards; role comparison between director and trustee; guide to parliamentary procedures; ALA and NLA intellectual freedom documents; Nevada Public Library Law, Chapter 379; financial Disclosure forms; memorandum; and fine schedule. (AEF)

ED 443 436 IR 057 869

Wisconsin Public Library Standards. Third Edition.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Library Automation; Library Development; Library Policy; *Library Services; *Library Standards; *Public Libraries; State Standards
IDENTIFIERS- *Wisconsin

This document is designed to help Wisconsin libraries plan for and achieve service levels that meet the ever-changing needs of local residents. The "Wisconsin Public Library Standards" has evolved gradually over the years, and this edition addresses the changes and challenges libraries have experienced since publication of the 1994 edition. Several standards are now at higher levels to reflect the increased demands presented by new information technologies and increasing public needs and expectations for both traditional and new library services. Quantitative standards are included in this publication at four levels of effort--basic, moderate, enhanced and excellent--and are fixed for approximately 5 years. (Previous quantitative standards were published in the annual "Wisconsin Library Service Record" and updated each year, and the previous edition did not use the fourth level of effort.) Standards are outlined in the following chapters: Imperatives for Planning; How To Use these Standards; Governance and Administration; Staffing for Public Libraries; Collection and Resources; Services; and Access and Facilities. Appendices include quantitative standards by municipal population, standards by service population, and standards regardless of community size, a summary of technology-related standards, bibliography, and definitions of terms and acronyms used in the standards. (AEF)

ED 443 437 IR 057 873

Lescure, Susan D.
History of the George J. Mitchell Elementary School Library Media Center, Little Egg Harbor Township, New Jersey.
PUB DATE- 00
NOTE- 66p.; MA Thesis, Rowan University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Elementary Education; Elementary Schools; Learning Resources Centers; *Library Development; Library Services; Library Surveys; *School Libraries
IDENTIFIERS- *Library History

The purpose of this case study was to identify the factors that led to the formation of the George J. Mitchell Elementary attracting participants and to evaluate the assessment instruments. (Contains 14 references.) (JA)

ED 443 456 JC 000 477

Willett, Terrence R.; Luan, Jing
Measuring Employment Success and Occupational Program Satisfaction.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Community Colleges; Education Work Relationship; Employment; Graduate Surveys; Job Skills; *Participant Satisfaction; Student Attitudes; Student Characteristics; Two Year Colleges; *Vocational Education; Vocational Followup

The report presents the findings of the 1998 and 1999 follow-up studies of occupational program graduates from Cabrillo College (California) and of students who left the program before completion. The studies explored the core measures defined by Perkins Act reporting requirements and other measures, including the reasons students chose Cabrillo College and why they left if they did not complete the program, their satisfaction with the program, ideas for improvements, and employment and wage levels. Comparisons were made between completers of a program and leavers, or those who did not complete a program. Over 60% of completers stated their goal was to obtain a vocational certificate or degree as compared to 40% of leavers. Leavers stated lack of time, finances, job changes, and personal matters as top reasons for not continuing. Most respondents reported high satisfaction with all programs. Employment did not significantly differ by completion status. The 1998 survey suggested that completers earned significantly higher incomes than did leavers, but data from 1999 were inconclusive. Program completion, higher program satisfaction, and more variable work hours planned per term increased the probability of working in their field of study. Computer and interpersonal skills were stated as most needed after leaving Cabrillo with much variability by program. (JA)

ED 443 457 JC 000 478

Academic Program Review. Revised.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Course Evaluation; *Curriculum Evaluation; Educational Quality; *Evaluation Methods; Instructional Effectiveness; *Program Evaluation; Two Year Colleges

This document presents the purpose, scope, timeline, and steps involved in the academic program review process and the format of the Program Review Report at San Antonio College (Texas). Academic review examines the qualitative and quantitative elements of instructional programs. The review process assists in determining the continuing validity of various academic programs in relation to the educational mission of the college. All departments within the college must undergo program review every five years. Since the review of a program is designed to and practices. Overall, about two-thirds of Mendocino College students are female; one third are male. Statewide, the proportion of females gradually increased from 55% to just over 56% in the 10-year period ending in fall 1995. Viewed in the context of Lake and Mendocino County population statistics, the presence and distribution of the 15-17% of minority students at Mendocino College approximates the population as a whole. Mendocino's full-time student enrollment has not increased to the same degree as statewide figures. The percentage of evening students has varied, with a long-term stable trend over the past 3 years. The percentage of BA students has increased steadily over the same time period. (JA)

ED 443 477 JC 000 510

Fitzgerald, Mark S.
A Descriptive Follow-Up Study of Piedmont Virginia Community College Electronics Technology Graduates from 1995-1999.
PUB DATE- 00
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Education Work Relationship; Electronics; Job Skills; Job Training; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Student Surveys; *Technology Education; Two Year Colleges
IDENTIFIERS- *Piedmont Virginia Community College

The goal of this study was to determine the effectiveness of the Piedmont Virginia Community College (PVCC) electronics program between 1995-1999 by answering the following questions: (1) did the students find employment in an electronics-related career upon graduation? (2) did they feel that the program provided them with an adequate level of workplace preparation? and (3) what aspects of the program could be changed to better prepare future students for the workplace? Thirty-four of 57 graduates responded to the survey. According to the survey results, approximately 8 of 10 graduates (79.4%) are currently employed in an electronics related career. The mean response of the overall satisfaction of the respondents with the level of workforce preparation was 4.53, which resides between "moderately satisfied" and "very satisfied." The mean satisfaction values in the skills areas of AC and DC circuits, electronic devices, digital electronics and computers indicated that the graduates were "very satisfied," whereas the mean values for electrical machines and electrical control systems/PLCs were significantly lower. Based on the results of the study, several recommendations are made including evaluation of the textbooks, laboratory assignments, laboratory equipment, instruction, and curricular content of the electrical machines and electrical control systems/PLCs courses to improve their transferability to the workplace environment and greater collaboration with the electronics industry. (JA)

ED 443 478 JC 000 511

Winter, Paul A.; Kjorlien, Chad L.
Community College Recruitment: An Analysis of Applicant Reactions.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Presidents; *Community Colleges; *Conflict Resolution; Decision Making; *Decision Making Skills; *Leadership Responsibility; Problem Solving; Two Year Colleges

This work, commissioned by the Presidents Academy of the American Association of Community Colleges (AACC), presents a variety of case studies illustrating the types of sensitive situations in which community college presidents may find themselves and offers advice on how best to prepare for and resolve such situations. It addresses some of the questions that emerged in discussions with the Presidents Academy executive committee, members of the AACC board of directors, and presidents from across the nation regarding the community college presidency. Examples include: what kinds of activities do some presidents engage in that are guaranteed to get them into trouble? when facing a difficult issue, what constructive actions can presidents take to resolve the issue? how can presidents analyze what mistakes they made in dealing with a given situation? and what lessons have presidents learned from dealing with a specific problem that might be of value to other presidents? There are a number of activities that are sure ways for a president to lose his or her balance in the office such as lying to or misleading the governing board, faculty, other members of the college community, or the public; and asking for reimbursement of funds without legal justification. (JA)

ED 443 498 JC 000 546

Five Year Strategic Plan, 1997-2002.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Finance; *Educational Objectives; *Educational Technology; Institutional Mission; School Holding Power; *Strategic Planning; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Westchester Community College NY

This report presents Westchester Community College's Strategic Plan for 1997-2002. Included are the following: a list of the Strategic Planning Committee members; an executive summary; an overview of the planning process; an institutional profile; a demographic and economic outlook for 1998-2008; and a summary of the focus-goals and objectives in the 5-year action plan, which are student retention, academic technology, marketing and recruitment, and revenue enhancement and restructuring. To effect greater student retention, the college looks to provide the support and counseling necessary to keep students at the college through the achievement of their intended goals. This may include graduating, transferring to a four-year college, taking several courses to retool for a job, or just taking a course for personal enrichment. The vision in continued innovations in academic technology is to continue to invest in the expertise and equipment necessary to assure that the college maintains its leadership status in this area. Through increased marketing and recruitment, the college tries to make study: (1) examined age differences in these features of mother-adolescent and father-adolescent relationships; and (2) investigated whether features of relationships with mothers and with fathers predict adolescents' problem behavior and chemical use. Adolescents' reports of hostile emotions experienced in relationships with mothers and with fathers were significant correlates and predictors of problem behavior and chemical use. For adolescents in both grades, features of relationships with mothers explained more variability in reports of problem behavior. Further, lower levels of parental influence were associated with and predictive of higher levels of problem behavior and chemical use in the tenth-grade sample. These findings suggest that intervention that is targeted at assisting parents in developing and maintaining a less hostile, more positive, active, and supportive parent-adolescent relationship may be warranted. (Author/EV)

ED 443 518 PS 028 618

Tillman, Jamie N.; Chadha, Jagdeep S.; Zhe, Elizabeth J.; Farwell, Lisa J.; Mrozak, Kate C.; Nuijens, Karen; Zook, Joan M.; Repinski, Daniel J.

Adolescents' Relationships with Parents and Friends: Age Differences in Emotional Tone and Degree of Influence.

PUB DATE- 00

NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, March 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescent Attitudes; Adolescent Behavior; *Adolescents; *Age Differences; Early Adolescents; Emotional Experience; Fathers; Mothers; *Parent Child Relationship; Parent Influence; Peer Influence; *Peer Relationship; Secondary Education

This study examined the emotional tone and degree of influence in adolescents' relationships with parents and friends. Early adolescent relationships were compared to middle adolescent relationships, and at both ages, relationships with mothers, fathers, and friends were compared. Using a self-report questionnaire, seventh- and tenth-grade adolescents rated the degree to which they were influenced by their mothers, fathers, and best friends and the frequency with which they experienced positive and negative emotions in their relationships with them. Compared to tenth-graders, seventh-graders reported stronger influence, more frequent positive emotions, and less frequent negative emotions in relationships with parents. There were no grade differences in the degree of influence or the frequency of experiencing positive or negative emotions in relationships with friends. The frequency with which seventh-graders experienced positive emotions in relationships with friends did not differ from the frequency with which they experienced positive emotions in relationships with mothers and fathers. Tenth-graders, however, experienced fewer positive emotions in relationships with fathers than in relationships with friends. Both seventh- and tenth-graders reported more negative emotions in relationships with parents than with friends. Mothers' and fathers' influence was stronger than that of friends for seventh-graders, but only mothers continued to be more influential than friends in the tenth grade. (Contains 18 references.) (Author/EV)

ED 443 519 PS 028 641

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; Educational Administration; Educational Practices; Elementary Education; *Montessori Method; Periodicals; Student Motivation; Teacher Administrator Relationship; *Theory Practice Relationship
IDENTIFIERS- Montessori Schools

This document is comprised of the four 1996 and 1997 issues of a newsletter for members of the North American Montessori Teachers Association (NAMTA) providing practical guidance on putting Montessori theory into classroom practice. The March 1996 issue features an article on offering variety in the Montessori classroom to stimulate student interest. The May 1996 issue focuses on the need for administrator-teacher community and includes a Montessori salary survey. The March 1997 issue contains the results of the 1996-97 NAMTA Salary Survey. The May 1997 issue requests administrative documents from Montessori schools for possible inclusion in the 1997-98 Montessori Operations Handbook. Regular features include a job bulletin and information on available training courses. (KB)

ED 443 537   PS 028 695

Pelo, Ann; Davidson, Fran
That's Not Fair! A Teacher's Guide to Activism with Young Children.
PUB DATE- 00
NOTE- 180p.; Illustrated by Stephanie Roth. Foreword by Carol Brunson Day.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activism; Change Strategies; Classroom Techniques; Early Childhood Education; *Educational Practices; Parent Participation; Parent School Relationship; Personality; Preschool Curriculum; *Social Action; Songs; Student Projects; Teacher Role; *Teacher Student Relationship; *Values Education; *Young Children
IDENTIFIERS- *Antibias Practices; Fairness; Project Approach (Katz and Chard)

Noting that young children have a natural sense of what is and is not fair, this guide is intended to help teachers develop an anti-bias curriculum using children's sense of fairness to guide them toward social activism. The book provides stories of children's experiences as activists, coupled with first-person accounts of teachers' experiences and reflections. Interspersed throughout are songs for young children about fairness and activism. The chapters are: (1) "Gathering Knowledge for the Journey: Guidebooks and Road Maps," describing the anti-bias approach as a foundation for activism and eliciting reflection regarding activism readiness; (2) "Preparing the Travelers: Fostering Dispositions for Activism in Young Children," focusing on providing learning experiences that lay the foundation for activism projects; (3) "The Journey Begins: An Activism Project Emerges," discussing steps for cultivating an activism project; (4) "Travelers' Aid: Planning and Provisioning for an Activism Project," focusing on teachers' roles in guiding activism projects; (5) "Traveling Companions: Involving Families in Activism Projects," discussing how parents' values can be acknowledged and included, and presenting partnership-building strategies; (6) "The Journey

Problems; Change Strategies; Classroom Research; *Cooperative Learning; Elementary Secondary Education; *Interpersonal Competence; Intervention; Prosocial Behavior; *Skill Development; Social Development; *Student Behavior; Student Improvement
IDENTIFIERS- *Social Skills Training

This action research project sought to improve the social skills of targeted third-, fourth-, fifth-, and seventh-grade students in order to improve their classroom performance. The students' lack of social skills was documented by means of teacher observation checklists, teacher and student surveys, and past disciplinary records. Objectives of the intervention were to: increase positive behavior in students, strengthen their confidence in social situations, and develop behaviors that were physically and verbally age appropriate. The intervention was implemented using role playing, cooperative grouping, direct teaching, and activities related to social skills. Post-intervention data indicated improvement in social skills, including four targeted behaviors that had the largest deficit: saying "please" and "thank-you," raising hands, lack of encouraging words, and interrupting others. (Twenty appendices include project handouts and checklists. Contains 18 references.) (EV)

ED 443 557 PS 028 718

Krogmann, Jessica; Van Sant, Rebecca
Enhancing Relationships and Improving Academics in the Elementary School Setting by Implementing Looping.
PUB DATE- 00
NOTE- 34p.; Master's Action Research Project, Saint Xavier University and SkyLight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Action Research; Change Strategies; Classroom Research; Educational Change; Educational Practices; Family School Relationship; Grade 1; Grade 2; Intervention; Primary Education; *Student Improvement; *Teacher Student Relationship
IDENTIFIERS- *Looping (Teachers)

This action research project sought to enhance parent, student, and teacher relationships and maximize academic time in the elementary school setting by implementing looping, the practice of teachers progressing with the same students through two or more grades. The targeted population consisted of second graders in a middle-class, blue-collar community in Iowa. The problem of lost academic time at the beginning of the school year to build relationships and establish rules and routines was documented at the local, state, and national levels. The looping intervention allowed first graders and their teacher to progress together to second grade (after which, the teacher began with a new class of first graders). The results of the implementation of looping were positive. Student test scores from the end of the first year to the middle of the second year were higher in the looping class than the non-looping class. Parent, student, and teacher comments indicated that the looping process was beneficial to everyone. (Two appendices include project documents. Contains 16 references.) (EV)

ED 443 558 PS 028 719

Anderson, Linda; Hicock, Mary Beth; McClellan, Kim
Improving Parental Involvement through School Sponsored Events.

Does a Happy Marriage Make Positive Parent-Adolescent Relationships and Self-Satisfied Children?
PUB DATE- 00
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (8th, Chicago, IL, March 30-April 2, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Fathers; Foreign Countries; *Late Adolescents; Longitudinal Studies; *Marital Satisfaction; Mothers; *Parent Child Relationship; *Parents; Predictor Variables; *Self Concept
IDENTIFIERS- Mediating Factors

This study examined the impact of parental marriage quality on two aspects of self-esteem in their adolescent children, mediated by parent-adolescent relationship quality. Participating in the study were mothers, fathers, and 16- to 18-year-olds from 54 intact families. The first assessment was completed before the adolescents left middle school, and the second, 3 to 4 months later after their transition into an apprenticeship program or to further schooling. The quality of marital and parent-adolescent relationships was assessed as well as adolescents' self-satisfaction as rated by all family members and adolescents' global familial competence. The findings indicated that the self-concept variables correlated with marital quality. These correlations were mediated by parent-adolescent relationships. Longitudinal analyses tentatively confirmed that adolescents' self-concept was influenced by quality of marital and parent-adolescent relationships. During the school-to-work transition, self-satisfaction apparently underwent a shift from an influence by parents' approval to a prediction by fathers' guidance. Familial competence, however, was constantly influenced by all measures of relationship satisfaction. Marital quality seemed to be especially relevant for fathers' attitudes and behaviors. (Contains 12 references.) (KB)

ED 443 577 PS 028 740

Lambert, Richard; Abbott-Shim, Martha; McCarty, Frances
The Relationship between Indicators of the Quality of a Head Start Classroom Environment and Ratings of Child Social Behavior.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 38p.; Paper presented at the Head Start National Research Conference (5th, Washington, D.C., June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Behavior Problems; Comparative Analysis; Compliance (Psychology); Depression (Psychology); *Educational Quality; Family Environment; Mothers; *Preschool Children; Preschool Education; Rural Urban Differences; *Social Development; Teacher Student Relationship; Violence
IDENTIFIERS- Project Head Start

This study monitored classroom quality throughout three Head Start programs in the Southeastern United States, using the "Assessment Profile for Early Childhood Programs: Research Edition II." A random sample of classrooms was selected to represent high and low quality classrooms in urban and rural including community, corporate, and family foundations. It is noted that there are 54,000 grantmaking foundations in the United States, an increase from 22,000 in 20 years. Education receives almost one-fourth of all foundation grant dollars. Social investing or venture philanthropy, whereby investments are made in people and the investor forms a partnership with the recipient in terms of hands-on participation that accompanies the grant dollars, is a hotly debated model for foundations. The paper describes the Social Venture Partners in Seattle as an example of venture philanthropy involving education and child welfare projects. One of the problems identified with this approach is that venture philanthropists often withdraw quickly if results are not forthcoming. Nevertheless, they are influencing mainline foundations, such as the Ford and Rockefeller foundations. It is also noted that the Council on Foundations educates its members about new approaches to organized philanthropy and reports that education and children are considered safe areas to fund. The paper concludes by asserting that the U.S. economy will shortly experience the greatest intergenerational transfer of wealth in history, estimated at $46 to $125 trillion, and that the largest question is what "baby boomers" will do with this money inherited from the World War II generation. (KB)

ED 443 595 PS 028 765

Dougherty, Dorothy P.
How To Talk to Your Baby: A Guide to Maximizing Your Child's Language and Learning Skills. Creating Communication Skills in Young Children.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Early Experience; Family Environment; Infant Behavior; Infant Care; *Infants; *Language Acquisition; Learning Processes; Parent Child Relationship; *Parents; *Parents as Teachers

Noting that parents are ultimately responsible for teaching their infants how to communicate with the world and that many parents lack the information needed to determine if their children are developing speech and language skills as they should, this book shows parents how to enhance their infant's language development using a system that incorporates proven teaching methods. Chapter 1 reviews recent research on language development that supports early language stimulation. Chapter 2 describes normal language development. Chapter 3 outlines general ways parents can create a language-rich environment for their infants. Chapter 4 details common methods used by speech language therapists: naming, describing, comparing, explaining, and giving directions. Chapters 5 through 8 present ways parents can enhance their children's language development in daily interactions at the supermarket, at the playground, in the car, and around the home. Chapter 9 discusses stages of language development, lists tips for enhancing development, and suggests appropriate toys. Chapter 10 differentiates normal and delayed language development and makes recommendations for parents of children developing language skills at a slower pace than their age-related peers. A worksheet for parents and a list of resources are appended. The book concludes with a

ED 443 613 RC 022 447

Gale, Peter
Indigenous Rights and Tertiary Education in Australia.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Adelaide, Australia, November 29-December 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Acculturation; Educational History; *Educational Policy; Educationally Disadvantaged; Equal Education; Foreign Countries; *Indigenous Populations; Policy Analysis; *Politics of Education; *Postsecondary Education; *Self Determination; Social Attitudes
IDENTIFIERS- *Aboriginal Australians; *Australia

This paper examines the discourse on Aboriginal higher education in Australia from the 1960s through the 1990s through an analysis of educational reports and government policy documents on tertiary education. Early in this period, the focus was on education as "welfare," but the emphasis shifted towards equity in higher education policy during the late 1980s and early 1990s. During this latter period, Aboriginal people were considered educationally disadvantaged, and education was seen as a means of providing equal opportunity for all and diminishing indicators of social inequalities. Another competing viewpoint represents Aboriginal and Torres Strait Islander Australians as an Indigenous population with Indigenous rights to self-determination and control of its own education. The way in which Indigenous Australians are represented shapes the discussion and funding of Indigenous education. For example, when Indigenous Australians were represented as disadvantaged, improvement in tertiary education was evaluated in terms of the number of Aboriginal students enrolled and the number of "successful" graduates. There was an increase in Aboriginal participation in tertiary education between 1985 and 1996, but assimilationist and ethnocentric institutional structures did not change to increase Aboriginal participation in curriculum development, research, and teaching. Since 1998, a renewed emphasis on a welfare approach to Aboriginal education has been accompanied by a reallocation of resources away from tertiary education and greater emphasis on basic literacy. The recognition and inclusion of Indigenous rights in educational policy depends upon a new phase of politics. (Contains 60 references.) (TD)

ED 443 614 RC 022 474

Ing, Vivian Shim
Hawaii's Parent-Community Networking Experience: Discovering Community and Community Education.
PUB DATE- 93
NOTE- 27p.; Originally published in the Community Education Research Digest, v8 n1 Fall 1993.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Alienation; *Community Centers; *Community Education; Elementary Secondary Education; *Empowerment; Hawaiians; Individual Development; Models; Participatory Research; *School Community Relationship; *Social

Hager, Sean
Outdoor Equipment Manuals: The Development and Use.
PUB DATE- 99
NOTE- 7p.; In: Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, WY, November 1-6, 1999); see RC 022 528.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; *Equipment; *Guides; Higher Education; Outdoor Activities; *Outdoor Education; Recreational Activities; Safety
IDENTIFIERS- Outdoor Recreation

Rental of outdoor equipment is an increasingly popular element of collegiate outdoor programs. It is important for the outdoor programmer to be familiar with trends over the past 10-20 years to recognize why participants and programs need this program option. The reasons for student participation and departmental developments should be considered. It is also important to recognize that as the outdoor field grows, there is a need to provide a safe, fun, learning experience for the participants and the programs. One way to ensure this is to research which gear fits into the budget and location of the department and to develop a plan of operations. This plan often comes in the form of a manual to ensure that safe practices and procedures are consistent and are the foundation of the program and to standardize operations for staff and students. The manual may be considered a work in progress. As the program grows, procedures must change with new equipment, new adaptations to university policies, and departmental demand. Examples are given of manuals developed in several university programs. Two tables present types of equipment most commonly rented by programs, and scenarios involving lost or damaged equipment. (TD)

ED 443 632 RC 022 535

Cederquist, John
Effective Teaching Techniques for Outdoor Education.
PUB DATE- 99
NOTE- 10p.; In: Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, WY, November 1-6, 1999); see RC 022 528.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Experiential Learning; Group Dynamics; *Group Instruction; Holistic Approach; *Outdoor Education; Outdoor Leadership; Safety; *Teacher Attitudes; Teacher Education; *Teaching Methods
IDENTIFIERS- Environmental Awareness; Student Engagement

This paper lists 86 specific teaching methods for outdoor educators in the areas of content, technique, and group management. The methods were gleaned from a 30-day river instructor course conducted by the National Outdoor Leadership School. Relevant content is the heart of learning. Careful selection and coverage of topics during a course will create backcountry users who are safer, more knowledgeable, and more

Great Britain for several differing groups of "Traveller" children. Travellers include occupational migrants such as Showmen and Fairground Travellers, New Age Travellers, and ethnic Gypsies (Roma). Over the last 25 years, there has been an unprecedented expansion of opportunities for Traveller children to attend school, as educational outreach services have developed in parallel with increased parental willingness to put children in school. The book examines the interactions among parents, children, and schools, focusing particularly on the parent-teacher relationship and its effect on children's education. As an ethnic minority group, many Gypsy Travellers fear that schooling will contribute to the loss of their culture, which depends on family-based education and supportive kinship networks. Teachers, on the other hand, may hold stereotyped ideas about Gypsies, or may have expectations for students that differ from those of their parents. Chapters focus on the context of Traveller education, the experience of Travelling children in school, questions of access, parents' rights and children's rights, the child's right to an identity, the bicultural experience, the views of Traveller children and adults, a European perspective, and reflections on practice. (Contains 124 references, author and subject indexes, and a glossary of acronyms.) (SV)

ED 443 650   RC 022 571

Gass, Michael, Ed.
Administrative Practices of Accredited Adventure Programs.
PUB DATE- 98
NOTE- 278p.; Published by Simon & Schuster Custom Publishing, Needham Heights, MA.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *Administrative Policy; *Administrative Principles; *Adventure Education; Camping; Educational Practices; Experiential Learning; Outdoor Education; *Outdoor Leadership; Personnel Management; *Planning; *Program Administration; Risk Management; Safety; Skill Development; Standards

In response to the growth and diversification of adventure programming, the Association for Experiential Education developed an accreditation process that addresses both the fluid nature of adventure programming and the need for specificity in standards. This book describes exemplary administrative practices and policies of accredited adventure programs. Chapter 1 addresses philosophical, educational, and ethical concerns, including mission statements, program principles, environmental ethics, leave-no-trace practices, and access for clients with disabilities. Chapter 2 examines risk management planning and related employee training. Areas covered include health risk assessment, emergency situations, liability, transportation, licenses and permits, and accident guidelines. Sample forms include incident and accident reports; missing/damaged equipment report; leader evaluations of students, biking trips, and leadership training; and hiking route plans. Chapters 3-4 cover staffing certifications and requirements, employment policies and procedures, personnel policies and procedures, and transportation policies. Chapters 5-6 describe technical skills needed by leaders and recommended instructional strategies for various land and water activities: hiking, ropes/challenge courses and problem-solving exercises, orienteering, biking, climbing and rappelling, caving, river

DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; Educational Change; *Educational Technology; *Inquiry; *Instructional Effectiveness; Middle School Students; Middle Schools; Program Development; Science Achievement; Science Education; Scientific Concepts; *Urban Schools
IDENTIFIERS- National Science Education Standards

Inquiry is an essential component of science. Furthermore, what students learn and how they engage in inquiry supported by technology is important to understand in order to promote science education reform. This paper presents an overview of work in curriculum and technology development and professional development. Collaboration with the Detroit Urban Systemic Program is described, and focus is placed on a study of the performance of urban students on pre- and post-tests in four different inquiry-based and technology-rich curriculum units. (Contains 13 references.) (WRM)

ED 443 677 SE 063 705

Singer, Jon; Marx, Ronald W.; Krajcik, Joseph; Chambers, Juanita Clay
Designing Curriculum To Meet National Standards.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Uses in Education; Constructivism (Learning); *Cooperative Learning; *Educational Change; *Inquiry; Middle Schools; National Standards; *Problem Solving; Science Activities; *Science Curriculum; Science Education; Student Research; Urban Schools
IDENTIFIERS- National Science Education Standards

Science education standards urge less emphasis on memorizing decontextualized scientific facts and more emphasis on students investigating the everyday world and developing deep understanding from their inquiries. This paper describes work in developing science curriculum materials that support current reform movements. It includes assumptions for designing curriculum materials, discusses curriculum design principles, presents an example project, "What Affects the Quality of Air in My Community?", and examines the degree to which implementation of the curricula has been successful. (Contains 62 references.) (WRM)

ED 443 678 SE 063 707

Wu, Hsin-kai; Krajcik, Joseph S.; Soloway, Elliot
Promoting Conceptual Understanding of Chemical Representations: Students' Use of a Visualization Tool in the Classroom.
PUB DATE- 00
NOTE- 16p.; Some figures may not reproduce well. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *Computer Uses in Education; Demonstrations (Science); Educational Technology; High Schools; Learning Processes; *Models; Molecular Structure; Science Education; *Three Dimensional Aids; *Visualization

This study investigated how students develop their understanding environment have been partially identified and characterized. Analysis and interpretation of data also indicate that it is necessary to examine and clarify the relationship among: phenomena; phenomena representation; mathematical phenomena; mathematical language; cognitive competence for dealing with phenomena; cognitive competence for dealing with phenomena representation; cognitive competence for determining teaching conditions that enable the establishment of relationships; cognitive competence for evaluating to what extent one is able to establish relations with his/her professional environment; and mathematical behavior necessary for the proposition of a kind of teaching technology for teaching the establishment of relations with the environment having the "mathematical knowledge" as a starting point, that is, for teaching mathematical behaviors. (Contains 24 references.) (Author/ASK)

ED 443 701 SE 063 882

Grmela, Arnost; Rapantova, Nadia
Example of International Co-Operation in the Frame of the Project Phare (TEMPUS) in Innovations in Teaching of Environmental Hydrogeology in Engineering Education in the Czech Republic.
PUB DATE- 98
NOTE- 8p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Foreign Countries; Graduate Study; Higher Education; *Hydrology; *Science Instruction; Student Mobility; Undergraduate Study
IDENTIFIERS- Czech Republic; *TEMPUS

The international TEMPUS (Trans-European Co-operating and Mobility Scheme for Higher Education between Central/Eastern Europe and European Union) project lasted from 1995-1997. In the framework of TEMPUS, a material and knowledge background was developed in order to ensure the education of the branch Geological Engineering with specialization in Environmental Hydrogeology at VSB-Technical University Ostrava. Several other co-operating European universities (e.g. University of Granada, Ludwig-Maximilians Munich, University of Provance in Marseille, University Aix Marseille III, University Franch-Comte Besancon) and institute TNO Delft were involved in the project. To ensure a high level of quality in teaching material equipment, including new scientific literature, was purchased (laboratory and computer equipment including software) and teachers were systematically retrained at the co-operating universities. The education is based on a credit system newly established at the Faculty of Mining and Geology of the VSB-Technical University Ostrava. This system enables flexible profiling of graduates to meet the present demands of hydrogeological exploration, groundwater protection, and general environmental protection. (Author/YDS)

ED 443 702 SE 063 883

Daneshvar, K.; Coleman, R.
Introducing Optical Concepts in Electrical Engineering.
PUB DATE- 98
NOTE- 8p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20,

teachers from two high schools and their principals. The four teachers' case stories with descriptions of a class that the researcher observed extensively for each teacher are described. Findings indicate that the teachers in this study had a strong sense of autonomy about their work--they were teaching in unique ways that they each considered to be the best for their students. (Contains 66 references.) (ASK)

ED 443 724   SE 063 957

Ju, Mi-Kyung
Communicative Routines in Mathematics Class.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Communication; *Discourse Analysis; Higher Education; Mathematics Education; *Social Influences
IDENTIFIERS- *Mathematical Communication

This paper describes mathematics as a social practice and bases this idea on recent developments in diverse domains of research related to mathematical cognition. In the context of theoretical development, this paper is concerned with the question originally raised by Socrates but rephrased from the perspective of social practice theory: What kind of human being do members of a mathematics community value? How do they support the development of that kind of human being in their teaching practice? and How does a learner get socially transformed into that kind of human being when learning mathematics? This study reports on the ethnographic research of communication in a university mathematics department. A case study of a professor who taught mathematics for approximately 30 years at the university is presented. This routines shared among mathematicians in mathematical communication, particularly sequential ordering of a mathematical argument, are investigate. (Contains 47 references.) (ASK)

ED 443 725   SE 063 958

Using Data on Enacted Curriculum in Mathematics and Science: Sample Results from a Study of Classroom Practices and Subject Content. Summary Report from Survey of Enacted Curriculum Project.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 53p.; The project team included state education representatives from Iowa, Kentucky, Louisiana, Massachusetts, Minnesota, Missouri, North Carolina, Ohio, Pennsylvania, South Carolina, and West Virginia.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Educational Technology; Elementary Secondary Education; Evaluation Methods; *Mathematics Instruction; *Science Teachers; Surveys; *Teaching Methods

Schools and teachers in 11 states participated in a study of enacted curriculum in mathematics and science classrooms. Over rights, including resources on the debate surrounding the Second Amendment and individuals and organizations focused on gun issues, along with statutes, court cases, events, and publications surrounding this current topic. Highlighted are the important organizations and their leaders and their positions and activities. Entries on individuals provide basic career information and a detailed description of the person's stand on gun control. Important cases are presented and both their impact on the law and the strategies of participants are discussed. Some of the features of the book include an introductory essay by the author outlining current problems as well as the historical background of gun control issues; more than 300 alphabetically arranged entries; a brief bibliography and cross-references to related items at the end of individual entries; charts, including a state-by-state listing of constitutional provisions relating to the right to bear arms; tables and photographs; and Web sites. Subjects covered include schools and guns, gun-free schools, and the Littleton, Colorado, school shooting. (RJC)

ED 443 748 SO 031 503

Erickson, Toby
The Study Commission on the Rain Forest.
PUB DATE- 99
NOTE- 14p.; Schools of California Online Resources for Education (SCORE) History/Social Studies Lesson Plans.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Ecology; *Environmental Education; Foreign Countries; Forestry; Grade 9; Grouping (Instructional Purposes); Interdisciplinary Approach; Internet; *Rainforests; Science Education; Secondary Education; Social Studies; *Sustainable Development
IDENTIFIERS- California (San Bernardino)

In this interdisciplinary curriculum unit intended for ninth grade students, students explore in groups in a role playing format public policy questions related to rain forests. Examined in the lessons are political, economic, and ecological issues from which students are expected to make recommendations on what policy course should be followed. Students are provided background information, detailed instructions, on-line resources, and reflection questions. The teacher's section describes the unit's purpose, its correlation to standards, and how to conduct the lessons, including management and assessment tips. (RJC)

ED 443 749 SO 031 594

Civil Society and Sustainable Communities Curriculum.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship; *Citizenship Education; Civics; Community Development; *Community Involvement; Conservation (Environment); Energy Conservation; Energy Education; *Environmental Education; High Schools; Social Action; *Social

remains a distant goal, the commitment is still to expanded access; (2) another commitment of Africa's post-colonial leadership was to desegregate the schools and the curriculum; and (3) a third commitment of the leadership was to use the education system to address inequality. It discusses in detail the difficulties of fulfilling those commitments. The paper concludes that notwithstanding the rhetoric of liberation and empowerment, the commonly held view is that education must enable Africa to run faster as it tries to catch up with those who are ahead rather than to forge new paths or to transform the international economy and Africa's role in it. Contains 10 tables of data, 35 notes, and 59 references. (BT)

ED 443 770 SO 031 909

Mendoza, Louis
Chicano Cultural Studies as Historiography: Literature as History, History as Literature, and Cultural Poetics.
PUB DATE- 00
NOTE- 12p.; Paper presented at the World History Conference (Austin, TX, February 12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Elementary Secondary Education; Higher Education; *Historiography; *Interdisciplinary Approach; *Literary Criticism; *Mexican Americans; Poetry
IDENTIFIERS- *Chicano Literature; Chicano Studies; Critical Inquiry; *Cultural Studies; Praxis

Noting that even a cursory examination of curricula at the K-12 and postsecondary levels reveals a prolonged crisis of Chicano representation in the liberal arts, this paper considers how literature and history can be linked productively through a practice of critical cultural studies, one that places the poetics of these discursive forms in dialogue with one another. While the focus is on the Chicana/o experience, the paper suggests that the method of analysis is broadly applicable and advocates an approach that is simultaneously interdisciplinary and inter- and intra-cultural. It examines the literature of people of Mexican descent in the United States as they have chosen to represent their past through "factual" and "fictional" narratives. It concludes by discussing efforts to realize a cultural studies praxis and by offering considerations on methodology. (BT)

ED 443 771 SO 031 965

Fertman, Carl I.
Contributions of Adolescent Development Research to Service Learning Research.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Adolescents; Developmental Stages; Educational Research; Moral Development; Secondary

program were viewed favorably by some and negatively by others. Both groups appreciated being able to earn graduate credit as part of program participation, and they believed participation in BTAP was more valuable than participation in many other professional development activities. Teachers valued the opportunity to interact with each other in a professional context. One of the most universal challenges faced by mentors and their proteges was limited time for mentoring. (SM)

ED 443 791 SP 039 347

Allen, James D.
Teaching about Multicultural and Diversity Issues from an Humanistic Perspective.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Consciousness Raising; Cultural Awareness; *Diversity (Student); Educational Psychology; Elementary Secondary Education; Higher Education; *Multicultural Education; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers

This paper describes how one Educational Psychology professor prepares predominantly white, female, middle-class student teachers for experiences with diverse learners by providing a learning task or activity that engages them in new experiences with someone different from themselves. This requires them to integrate principles related to teaching a diverse population of students as discussed in the an educational psychology text. The activity meets class goals in a personally meaningful manner. Students can choose from a variety of experiences related to: culture, ethnicity, religion, sexual orientation, race, nationality, social/economic class, and intellectual/physical ability. Students write summary reports describing how the experience affected the way they thought and felt about themselves, how they felt about the activity, and specific educational psychology principles regarding individual and group differences covered in the course as they related to their experiences. Students have reflected on many issues of diversity through this activity. They have spoken of developing better cognitive understanding of diversity and how the topics of individual and group differences covered in the course were relevant. They have shown that principals of diversity, multiculturalism, and humanistic psychology discussed in class have personal meaning in their interactions with others. Students have developed a more humanistic perspective of teaching and positive attitude about learner diversity. (Contains 27 references.) (SM)

ED 443 792 SP 039 348

Allen, James D.; Jeffers, Glenn A.
Teaching the Dialectic Process to Preservice Teachers in an Educational Psychology Class.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

students who are deaf; 90 percent of whom are born to hearing parents whose knowledge of deafness is based on a societal view of deafness as a disability. Most recently, the research and education communities have begun looking to deaf parents who have raised deaf children to understand the indigenous knowledge they bring to raising deaf children. The DPHPP brings both groups of parents together for workshops developed and run by deaf parents and professionals. The workshops help create one community of parents raising deaf children. (Contains 31 references.) (SM)

ED 443 812 SP 039 370

Silva, Diane Yendol
Claudia's Cycle of Inquiry: A Pedagogy for Mentoring (Part Two).
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). For a related document from this author, see SP 039 371.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Field Experience Programs; Higher Education; *Inquiry; Internship Programs; *Mentors; Preservice Teacher Education; Problem Solving; Student Teachers; *Teacher Collaboration; Team Teaching

This study examines the mentoring practices of a mentor teacher who was actively engaged in creating an inquiry-focused, year-long internship, noting the intern-mentor dyad's negotiation of a successful learning context as perceived by the intern, the mentor, and a university faculty member. Data collection involved both ethnographic and phenomenological methods, including journal entries written by mentors and interns, field notes, interviews, e-mails, meeting minutes, and observation sheets. The researcher made periodic member checks with the mentor, intern, principal, and university supervisor. The intern participated in ongoing weekly discussion with the researcher, and the mentor participated in three interviews. Collaborative teaching was central to the mentoring, as was a high degree of purposeful, professional dialogue with the intern. The inquiry-oriented mentoring involved making problem posing a part of the professional culture within the classroom so the intern would develop a problem posing stance toward professional practice over the course of the internship. (SM)

ED 443 813 SP 039 371

Silva, Diane Yendol
The Meaning of Supervision for Mentor Teachers.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). For a related document from this author, see SP 039 370.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Field Experience Programs; Higher Education; Inquiry; Internship Programs; *Mentors; Preservice Teacher Education; Professional Development Schools; Student Teachers; *Supervision

These studies explore two mentor teachers' practice of supervision in a Professional Development School (PDS) setting course supporting material on the Web site. The design phase concluded with the development of an evaluation plan and a plan for maintenance of the online PBL experience. (Contains 23 references.) (SLD)

ED 443 830   TM 031 312

Keedy, John L.; Winter, Paul A.; Gordon, Steven P.; Newton, Rose Mary
School Councils, Collegial Groups, and Professional Development as Teacher Empowerment Strategies: Assessing the Evidence for Instructional Capacity Building.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; Educational Policy; Elementary Secondary Education; Group Membership; *Professional Development; Program Effectiveness; Teacher Attitudes; *Teacher Empowerment
IDENTIFIERS- Kentucky; *School Councils

Three policy strategies interpreted as intended to empower teachers within the new policy context of school autonomy were studied. Teacher services in Kentucky's school councils seemed to have little effect on empowering teachers since the researchers found in two studies involving 168 and 318 Kentucky teachers that teachers were not even attracted to the job in the first place. Facilitators of teacher collegial groups (two facilitators in a high school) were found to have potential in empowering group members, provided the facilitators conceptualized their roles as learners and supporters of the classroom experimentation process. Selection of the facilitator by the principal was a key factor in this empowerment strategy. In a study of 15 nationally recognized professional development programs, professional development was an effective empowerment strategy when several factors converged at the school site: (1) an atmosphere of support and trust; (2) teachers assuming leadership roles through administrator encouragement; (3) voluntary participation combined with professional norms fostering teacher involvement; (4) diverse, active learning and self-directed learning experiences connected to teacher work and expertise; (5) integration of efforts to improve classroom teaching and learning with school-level improvement and professional development plans; and (6) professional development as a way of life. Implications for building school instructional capacity are discussed. (Contains 49 references.) (Author/SLD)

ED 443 831   TM 031 313

Hara, Analee; Yoon, Ruth
The Los Angeles Annenberg Metropolitan Project: "How Can Internal and External Evaluations Help Improve Parent Involvement Programs?"
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ideal typology of educational researchers, based on the work of Max Weber, the study reveals the ways in which individuals within these changing institutions make decisions about their work and perceive themselves as part of the larger academic culture. A total of 47 faculty members from 2 schools of education and 3 administrators participated in semi-structured interviews that covered a wide range of issues. From their discussions of motivations toward particular lines of research, a typology of educational researchers was developed. Various constraints of the tenure process are also discussed. Considering types of practice and types of constraint, the developed typology classified researchers as: Type 1, the field-driven, self-ruled researcher; Type 2, the agenda-driven, self-ruled researcher; Type 3, the agenda-driven, externally ruled researcher; and Type 4, the field-driven, externally ruled researcher. An appendix contains the faculty interview guide. (Contains 39 references.) (SLD)

ED 443 852   TM 031 497

Chance, Beth L.
Components of Statistical Thinking and Implications for Instruction and Assessment.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Definitions; Higher Education; *Instruction; *Statistics; *Student Evaluation; *Thinking Skills

This paper focuses on statistical thinking as the third arm of statistical development. The paper opens with a survey of recent definitions of statistical thinking and then attempts to differentiate statistical thinking from statistical literacy and statistical reasoning. Implications for instruction are traced, emphasizing beginning courses for nonstatistics majors. Several suggestions are given to develop habits of statistical thinking in students. The final section of the paper suggests methods and concrete examples for assessing students' ability to think statistically. Literacy can be viewed as understanding and interpreting statistical information presented, and reasoning can be narrowly viewed as working through the tools and concepts in the statistics course. Statistical thinking enables the thinker to move beyond what is taught to question and investigate the issues and data involved. These suggestions are given for students developing the statistical thinking habit: (1) start from the beginning; (2) understand the statistical process as a whole; (3) always be skeptical; (4) think about the variables involved; (5) always relate the data to the context; (6) understand and believe the relevance of statistics; and (7) think beyond the textbook. To develop whether students are applying statistical thinking, problems should be designed to test student reflexes, thought patterns, and creativity in novel situations. (Contains 25 references.) (SLD)

ED 443 853   TM 031 498

Hagedorn, Linda Serra; Moon, Hye Sun; Buchanan, Donald; Shackman, Eric; Jackson, Michael

Drawing on the collective experience of the researchers, their work with teachers and principals, and their previous research in urban schools where students are predominantly Mexican American, this essay outlines the ways in which the Texas Assessment of Academic Skills (TAAS) harms the educational quality and opportunity of minority, economically disadvantaged youth. The pressure to raise TAAS scores leads teachers to spend time drilling on practice examination materials. Subjects tested by the TAAS are reduced to isolated skills and fragments of fact. Writing instruction is replaced by instruction in writing the rote form of the five-paragraph persuasive essay required by the TAAS. As a management system, the TAAS encourages administrators and teachers to aim school instruction at the lowest level of information and skills, to the neglect of complex assignments and content. The TAAS crowds out other forms of learning in many urban schools, and it encourages the diversion of scarce school resources into TAAS preparation materials. The TAAS system of testing does not agree with what is known in research on children's learning, and the generic TAAS curriculum is divorced from the experiences, language, and culture of minority children, especially those of limited English proficiency. (Contains 19 references.) (SLD)

ED 443 873   TM 031 518

Cizek, Gregory J.; Trent, E. Roger; Crandell, Jan; Hirsch, Thomas; Keene, John
Research To Inform Policy: An Investigation of Pupil Proficiency Testing Requirements and State Education Reform Initiatives.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Contains some areas of broken text.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Policy; *Elementary School Students; Grade 4; Grade 5; Intermediate Grades; *Reading Achievement; Reading Tests; *Student Promotion; *Test Use
IDENTIFIERS- *Ohio Fourth Grade Proficiency Test; Reform Efforts

To investigate the potential effects of the "Fourth Grade Reading Guarantee," an Ohio policy that mandates that students will not be promoted to grade 5 unless they reach a given score on the Ohio Proficiency Test (OPT) in reading at grade 4, a series of studies was performed in the 1998-1999 and 1999-2000 school years. The extent of agreement among educators' judgments regarding students' academic preparation for work in the fifth grade, the relationships between these judgments and OPT scores, and the relationships between educators' judgments and policies intended to enhance educational quality were studied. Surveys in spring 1999 completed by teachers and principals yielded information on 6,065 (useable records), and 5,611 student records were obtained for the following school year, early fifth grade for these students. Teachers and principals tended to demonstrate a high degree of agreement about whether students were sufficiently prepared to enter fourth grade, but the operational definitions of adequate preparation differed in different school districts. Districts in which students generally perform less well had lower conceptualizations of competence. Educators' judgments were generally in line with students' actual pass/fail rates on the OPT. A fairly

Clinics, which provide services to 78,000 New York City children every year. Among the services provided by Child Health Clinics are health examinations for school and day care enrollment, treatment for typical childhood illnesses, and education of the child and family regarding prevention and illness management. This study was undertaken in the context of significant shifts in the health care field. Interviews and site visits were conducted at 19 Child Health Clinics and 5 pediatric divisions of other clinics operated by the HHC. Study findings show that the overall administrative support for the clinics is, with some exceptions, strong, and that the clinics provide a range of primary care services on a day-to-day basis regardless of insurance status. Many clinics now serve adolescents. Most clinics provide some assistance in securing insurance coverage. Findings also show that clinics could be a source of health care for more children in foster care. Many clinics run out of supplies and medications, and many do not make home visits. In some cases, clinics may be under-utilized, and in other cases, there are significant equipment and structural problems. System oversight and planning need strengthening so that clinics can provide the public health and primary services New York's children need. Seven appendixes contain the field study questionnaire, a table of data about the clinics, a list of task force members, maps of the clinic and other primary services sites, and a table outlining numbers of clinic users from 1993 through 1998. (SLD)

ED 443 895 UD 033 617

Noriega, Chon, Ed.
Viewing Race: A Videoforum Publication. A Videography & Resource Guide.
SPONS. AGENCY- Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 99
NOTE- 85p.; Theme issue. Additional support from the Maurice Falk Medical Fund and the New York State Council on the Arts.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Films; *Mass Media Effects; Racial Bias; Racial Differences; *Racial Factors; *Videotape Recordings

This document lists curated films in the subject area of race. It includes essays by experts in the field and additional resources. It is the fourth in a series of such publications by National Video Resources. Essays and bibliographies in this volume include: (1) "Race Matters, Media Matters" (Chon Noriega); (2) "Race, Video and Dialogue" (Howard Gadlin and Jan Jung-Min Sunoo); (3) "Programming without Tears" (Don Chauncey); (4) "Using Video as a Catalyst" (Lorna Ann Johnson); (5) "Talking about Film/Talking about Race" (Lauren Kucera and Milton Reynolds); (6) "Video in the Classroom" (Debbie Wei); (7) "Exploring Race and Identity: A Case Study in Using Video with Youth" (Laura Vural and Rachel Castillo); (8) "Making Films, Discussing Race"; (9) "Videography" (Karla Kostick)(59 films); (10) "Young Adult List" (18 sources); (11) "Feature Film List" (12 films); (12) "Organization Resource List" (Lorna Ann Johnson) (21 organizations); (13) "Media Resource List" (Julie Miller) (25 organizations); and (14) "Bibliography" (John Keene) (26 sources). (SLD)

ED 443 896 UD 033 620

true multiculturalism. The paper offers suggestions about how to achieve a greater recognition of the contributions of minorities in academics as well as athletics. Minority athletes should continue to give back to their ethnic communities as they increase their emphasis on economic development. Minority athletes must make wise choices and remember that they are role models. Minorities in the academic arena should work toward true multicultural education, and those who develop curriculum should emphasize the contributions of minorities to society. (Contains 18 references.) (SLD)

ED 443 915 UD 033 698

Perez, Sonia M.
U.S. Hispanic Demographic Profile: Developments, Implications, and Challenges.
PUB DATE- 98
NOTE- 16p.; "With assistance from Eric Rodriguez." Edited by Cristina Bryan.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Census Figures; *Demography; *Educational Attainment; *Hispanic Americans; Immigrants; Low Income Groups; *Profiles; *Socioeconomic Status; Trend Analysis
IDENTIFIERS- Latinos

Based on data from the U.S. Census Bureau, the Department of Labor's Bureau of Labor Statistics, and other sources, this paper outlines several notable trends in the social and economic outlook of Latinos, discusses some implications of the data, and presents four challenges that the Hispanic community continues to confront in its pursuit of social stability and economic mobility. Overall, the Hispanic population in the United States was estimated at 29.2 million in 1997, which constituted 10.9% of the U.S. population. The majority of Hispanics are native-born, high school graduates, and employed. Latinos also represent a growing proportion of high school and college graduates and business owners. Most Latino households are formed by families, and Latinos continue to make gains in areas that will lead to greater economic stability. Wide disparities continue to exist in educational attainment between Latinos and non-Latinos, and high poverty persists among Hispanic families and children. Challenges Latinos still face in the United States are: (1) barriers to increased educational attainment; (2) continued occupational segmentation; (3) limited experience with traditional mechanisms used for the generation of wealth and accumulation of assets; and (4) the tendency to use immigration to rationalize low Latino socioeconomic status. (Contains 10 figures and 18 references.) (SLD)

ED 443 916 UD 033 699

Courtney, Mark E.
Challenges and Opportunities Posed by the Reform Era.
PUB DATE- 99
NOTE- 21p.; Paper presented at the "Reconciling Welfare Reform with Child Welfare" Conference (Minnesota, February 26, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

NOTE- 124p.; Cover page varies. Foreward by John T. Benson.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Asian American Students; Black Dialects; *Black Students; Cultural Awareness; *Cultural Differences; Elementary Education; Elementary School Students; Hmong; *Hmong People; *Language Proficiency; Speech Language Pathology; *Student Evaluation
IDENTIFIERS- *African Americans

The information in this guide should help speech and language pathologists and others who are responsible for the assessment of students from the target populations, African Americans and Hmong students in Wisconsin. The guide provides information pertaining to cultural factors influencing learning and language and recommended procedures for complete and appropriate unbiased assessment. It contains data collected as a result of language analysis samples of typically developing Hmong and African American children, noting dialectical and phonological patterns that should not be considered errors. Some intervention strategies are presented for regular education teachers, and case studies illustrate the issues discussed. The guide contains these chapters: (1) "Perspectives: Ethical, Historical, Legal, and Demographic"; (2) "Cultural Considerations"; (3) "Assessment"; (4) "Language Sample Analysis" (5) "Narrative Discourse Analysis"; (6) "Intervention"; (7) "Case Studies"; and (8) "Appendixes." Twenty appendixes contain supplemental information about specific issues, some sample forms for student evaluation, and glossaries. Each chapter contains references. (Contains 17 figures.) (SLD)

ED 443 937 UD 033 721

Gibbs, Courtenay; Bradbury, Tom
Charlotte-Mecklenburg Education Foundation Annual Community Assessment, 2000.
PUB DATE- 00
NOTE- 44p.; Funded by Celanese Acetate. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Attitudes; *Elementary Secondary Education; *Public Opinion; Public Schools; Questionnaires; Satisfaction; Surveys; Values
IDENTIFIERS- *Charlotte Mecklenburg Public Schools NC

In this sixth annual community assessment, the Charlotte-Mecklenburg Education Foundation surveyed 1,245 registered voters in March 2000. Of the five issues investigated, education was the most important local issue, but there also appeared to be a gap between support for public schools and support of the necessary funding for the Charlotte-Mecklenburg school system. Overall, the school system got a grade of "C." While there was high confidence in teachers, principals, and the superintendent, there was much less confidence in the School Board or the Board of County Commissioners. The teaching profession was valued, and there was strong support for equity and student diversity, although the community was polarized over student assignment. The understanding of vouchers, charter schools, and the new no-social-promotion policy was minimal, School Library Media Center (Little Egg Harbor Township, New Jersey), and to give local historical reference to the community about the library services offered. Data were collected through literature, face-to-face interviews, documents, observations, and site visitations. Historical developments illustrated relevant patterns in the evolution of library service to elementary schools. The research was used to inform the community about the history of the library using the district's Web page. Five tables present information on Little Egg Harbor Township enrollment; population of Little Egg Harbor Township; comparison of percent growth; population trend; and district librarians and their staff. Questionnaires for board member, Giffordtown alumna, school librarians, and staff member are appended. Contains 68 references. (AEF)

ED 443 438 IR 057 877

Fox, Carol, Comp.
Oklahoma Library Technology Network (OLTN) Electronic Resources for Elementary Age Children.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Bibliographic Databases; Children; Elementary Education; Full Text Databases; *Information Services; Library Networks; Search Strategies; State Libraries; State Programs; World Wide Web
IDENTIFIERS- *Electronic Resources; Historical Background; InfoTrac System; Oklahoma

This document describes Oklahoma Library Technology Network electronic resources for elementary age children. The first section provides a history of Oklahoma statewide shared databases. Oklahoma statewide information database contacts are listed in the second section. The third section presents information on InfoTrac Kid's Edition Online Database K-12, including a user guide, sample search results, a sample article, and tips for searching. Electric Library Elementary is described in the fourth section, including a user guide, sample search results, a sample article, and tips for searching. (MES)

ED 443 439 IR 057 879

Booker, Di, Ed.
Concept, Challenge, Conundrum: From Library Skills to Information Literacy. Proceedings of the National Information Literacy Conference Conducted by the University of South Australia Library and the Australian Library and Information Association Information Literacy Special Interest Group (4th, Adelaide, Australia, December 3-5, 1999).
PUB DATE- 99
NOTE- 231p.; Single or multiple reproduction, without permission, of up to 20% of these proceedings for noncommercial purposes is encouraged, subject to acknowledgment.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Conferences; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Literacy; Information Technology; Librarians;

force its assessment from many perspectives, the process necessarily involves different levels. The key steps in the procedure are as follows: (1) Departmental Committee obtains appendices from Institutional Research and Effectiveness; (2) Department Chair adds the summary to the report; (3) Divisional Dean, Executive Vice President, and College Program Review Committee review report and add assessment form; (4) College Program Review Committee conducts a hearing with the Departmental Committee; and (5) Executive Vice President reviews report, adds final assessment form, and submits the results to the President. The Program Review Report consists of the report proper and the supporting documentation. The report proper must summarize the outstanding accomplishments and important data supplied in the Appendices, identify strengths and problems, and suggest possible remedies. Ten appendices include labor market information and the assessment and recommendation form. (JA)

ED 443 458 JC 000 479

Knutzen, Judi, Comp.
Focus on the Future: Environmental Scanning at Columbia Basin College.
PUB DATE- 00
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Demography; Economics; Educational Finance; *Environmental Scanning; Futures (of Society); School Community Relationship; *Strategic Planning; Technology; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Columbia Basin College WA

As the first step of the process of developing a strategic plan, the Institutional Research Director at Columbia Basin College (Washington) was asked to perform an environmental scan. Environmental scanning is a careful and continuous process of tracking and analyzing trends relevant to an institution's goals. It involves making forecasts of changes and assessing their impact on the institution's capacity to achieve its mission. Interest groups were formed to research topics important to the future of the college. Additionally, 65 community leaders, including members of business, national, state, and locally elected officials, members of the health care community, and social services agencies, were interviewed. After all the information had been gathered and analyzed at the global, national, state, and local levels, "core" external trends were developed. These 19 trends include a decline in government funding coupled with an increasing demand for accountability, increasing need for ESL programs and literacy services, diversification of businesses in the Tri-Cities and increasing market value associated with skill certification over college degrees, new technology for interaction between students and faculty, and competition in distance education along with a need for associated services. The next section of the report presents trends and findings for 10 areas of interest, such as finance, literacy, and economic development. Economic factors are addressed in the next section, followed by input from four vocational program advisory committees. The report concludes with a "futurist's" look at higher education in 2025. (Contains over 65 references.) (JA)

ED 443 459 JC 000 480

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education Teachers; *College Faculty; *Community Colleges; *Employee Attitudes; *Faculty Recruitment; *Job Satisfaction; Teacher Motivation; Two Year Colleges

The purpose of this study was to: (1) conduct an empirical examination of applicant reactions to faculty jobs described in recruitment advertisements for business faculty vacancies at community colleges; and (2) assess factors that potentially impact applicant decisions to apply for and pursue position vacancies. The results of this study have implications for community college officials attempting to recruit business professionals from MBA programs into community college business departments. This study's findings suggest that the initial attraction of applicants to a community college job is highest when the applicant's current job satisfaction is low, relocation is not required, recruiter and applicant backgrounds are similar, and spousal contribution to household income is low. This study finds that significant numbers of community college faculty have declined the extrinsic awards of the private sector in favor of intrinsic rewards of a community college teaching career. Thus, one strategy of a program designed to teach at a community college should be to concentrate on intrinsic attributes of the job such as job satisfaction. Another possible recruitment strategy suggested by the findings of this research is to use a recruiter who shares a common background with the target applicants. The finding that applicants rated the job more favorably when spousal contribution to household income was small was unexpected. (Contains 25 references.) (VWC)

ED 443 479   JC 000 513

Cohen, Arthur M.; Brawer, Florence B.; Kozeracki, Carol A.
JumpStart III Final Report.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; Community Benefits; *Community Education; *Entrepreneurship; *Financial Support; Government School Relationship; Grants; Higher Education; Partnerships in Education

This final report for the JumpStart III program presents a summary of the entrepreneurship training programs developed by each of the four JumpStart III partners selected in March 1997. Grants for the colleges totaled $354,546 over 2 years. The Jumpstart funding has been only a starting point for these and the other 12 Jumpstart partners in bringing entrepreneurship education to the community college population. At Eastern Oklahoma State College, recruiting workshops and one-day entrepreneurship workshops were held, and several courses in entrepreneurship and business operation were developed. Chattanooga State Technical Community College's program provided training for two populations within Chattanooga's public housing projects: the TRACE (Training Residents and Creating Entrepreneurs) program for women interested in starting their own businesses, and the Minority Construction Training Program for residents interested in the construction of industry. The program at St. Augustine College in Illinois was conducted in partnership with the Economic Development Unit of the Uptown Center Hull House, and was designed to train

sure that any one seeking the benefits of higher education is aware of the college and knows of the high quality instruction it provides at very affordable prices for students of all ages. The college hopes to find other sources of revenue to keep tuition affordable and to defray the mounting costs of state-of-the-art equipment and instructional facilities through revenue enhancement and restructuring. (VWC)

ED 443 499 JC 000 547

Crosstown Connections: Academic Plan for the Twin Cities Metropolitan Area.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities; Educational Improvement; Educational Needs; *Educational Objectives; *Educational Planning; *Enrollment; Higher Education; *Institutional Cooperation; Institutional Mission; State Colleges; State Universities
IDENTIFIERS- *Minnesota (Twin Cities)

This report presents Minnesota State Colleges and Universities System's (MnSCU's) academic plan for the Twin Cities metropolitan area. Included are the Metro Alliance's vision, mission, and goals for its eleven institutions. Goal one is to establish program and service alignment among the institutions. Goal two is to increase enrollment by 10 percent in 3 years, while goal three aims to create innovative approaches to teaching and learning. Goal four is to determine capital requests and facilities plans based on Metro Alliance academic needs. Goal five states that Metro Alliance will actively participate in and facilitate metro-wide planning with key educational and community-based organizations in the Twin Cities metropolitan area. After stating the five goals, the report examines factors affecting higher education in the Twin Cities metropolitan area, which include such items as: population in the area is growing more rapidly than in the rest of Minnesota and is becoming more diverse; within 5 years, the majority of high school graduates will be from this area; Metro Alliance institutions enroll about one-third of MnSCU's total student body; students attend part-time and are older; and the area has a strong employment market. The report then describes collaboration with the University of Minnesota and consultation with private colleges. Included in the appendices are Metro Alliance institution mission statements, a list of the Metro Alliance participants, a timeline of the Metro Alliance planning meetings, and a bibliography. (Contains 16 references.) (VWC)

ED 443 500 JC 000 548

Mery, Pamela M.
ESL Profiles: English as a Second Language Enrollments by Campus, Fall Terms 1994-1998.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Attendance; *Community Colleges; *English (Second Language); *Enrollment; *Enrollment Trends; Two Year Colleges

Pleck, Elizabeth H.
Celebrating the Family: Ethnicity, Consumer Culture, and Family Rituals.
PUB DATE- 00
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Birth; Comparative Analysis; Consumer Economics; Cultural Differences; Cultural Influences; Death; Ethnic Groups; *Ethnicity; *Family (Sociological Unit); Females; *Folk Culture; *Holidays; Individualism; Marriage; Nationalism; Popular Culture; Postmodernism; Sex Role; *Social Change; Social History; Social Life; Traditionalism
IDENTIFIERS- Consumerism; Emotional Expression; Festivals; Initiation Rites; Life Cycles; Religiosity; Rituals; 1960s

This book examines family traditions of over two centuries in the United States and finds a complicated process of change in the way Americans have celebrated holidays such as Christmas, Easter, Thanksgiving, Passover, and Chinese New Year as well as the life cycle rituals of birth, birthdays, coming of age, marriage, and death. The book notes that by the early nineteenth century, celebrations outside the home were becoming sentimental occasions that used consumer culture and displays of status and wealth to celebrate the idea of home and family. The 1960s saw the full emergence of a post-sentimental approach to holiday celebration, which takes place outside as often as inside the home and recognizes changes in the family and women's roles as well as the growth of ethnic group consciousness. The book traces three phases in the development of family ritual: (1) carnivalesque, outdoor celebrations lacking attention to ritual, beginning in colonial America; (2) dating from the early 1800s, with the rise of the sentimental occasion, a family ritual inside or outside the home centering around consumerism and a display of status and wealth to celebrate home and family; and (3) beginning after World War I but especially increasing in the 1970s, a post-sentimental attitude celebrating family diversity, ethnicity, and racial pluralism. The book demonstrates that Americans have invented and reinvented family rituals several times since the Victorians and have used consumer and popular culture both as symbols to rail against and as tools to enhance their celebrations. (Each chapter contains references.) (KB)

ED 443 520 PS 028 649

Sandel, Megan; Sharfstein, Joshua; Shaw, Randy
There's No Place Like Home: How America's Housing Crisis Threatens Our Children.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Asthma; *Child Health; Children; Chronic Illness; Homeless People; Housing; *Housing Deficiencies; *Housing Needs; Injuries; Lead Poisoning; Low Rent Housing; Nutrition
IDENTIFIERS- *Household Risks

This report pulls together recent research from the Centers for Disease Control, leading medical and public health journals, and firsthand observations by pediatricians across the country on the link between affordable housing and children's health

Ends: Concluding an Activism Project," focusing on effective ways to end projects; and (7) "Rest Stops and Other Oases: Finding Support," providing suggestions for supporting activism with young children. The book lists approximately 150 resources and references dealing with anti-bias and diversity education for teachers, and supporting children's dispositions for activism, as well as books for children on activism and on similarities and differences. (KB)

ED 443 538   PS 028 696

Meisels, Samuel J.; Marsden, Dorothea B.; Stetson, Charlotte
Winning Ways To Learn, Ages 3, 4 & 5: 600 Great Ideas for Children. Goddard Parenting Guides.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; Joyce Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 156p.; For the parenting guide for ages 6, 7, and 8, see PS 028 697.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; Childrens Art; Creative Art; Early Childhood Education; Emergent Literacy; Individual Development; *Learning Activities; Mathematics Activities; *Parent Child Relationship; Parent Materials; *Parents as Teachers; Physical Development; Science Activities; Social Development; Social Studies; *Young Children
IDENTIFIERS- Family Activities; Work Sampling System (Meisels)

Noting that parents have the opportunity to help their young children build a strong foundation for learning, this book shows parents of 3- to 5-year-olds how to make learning and discovery fun while developing attributes such as competence and curiosity. The book contains 600 creative and low-cost activities, based on the work sampling system, that build learning easily into everyday life. The book is divided into three major sections, one for each year. Each section covers the full range of knowledge and skills children need to succeed in school: mathematics, science, social studies, language and literacy, the arts, social skills, and physical development. Following a discussion of what a child at each age should be learning, the "It's Your Turn" section details dozens of age-specific activities and ideas for parents to use. All the activities involve simple materials or experiences that come directly from home, family, or neighborhood. (KB)

ED 443 539   PS 028 697

Meisels, Samuel J.; Stetson, Charlotte; Marsden, Dorothea B.
Winning Ways To Learn, Ages, 6,7 & 8: 600 Great Ideas for Children. Goddard Parenting Guides.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; Joyce Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 160p.; For the parenting guide for ages 3, 4, and 5, see PS 028 696.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

PUB DATE- 00
NOTE- 107p.; Master's Action Research Project, Saint Xavier University and SkyLight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Change Strategies; Classroom Research; Family School Relationship; Intervention; Kindergarten; *Outreach Programs; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Primary Education; School Activities
IDENTIFIERS- Parental Involvement Program

This action research project sought to increase parental involvement in targeted kindergarten classrooms. Evidence for the problem included the lack of family attendance at school functions, declining membership in the parent-sponsored Booster Club, and lack of parental support for school policies. The project focused on three areas of parental involvement: improving communication, creating an inviting school climate, and providing parent resources. Implemented interventions included weekly newsletters for parents, a message board, a school activity calendar, special school activities, and parent resources. In order to assess the effects of the interventions, surveys and questionnaires were used, parent attendance at school activities was recorded, and a log of classroom volunteer hours was kept. Post-intervention data indicated that parent involvement was increased. (Twenty-three appendices include a sample calendar and parent activity notices. Contains 17 references.) (EV)

ED 443 559 PS 028 720

Janes, Leslie M.; Koutsopanagos, Caryn Lee; Mason, Diane S.; Villaranda, Iris
Improving Student Motivation through the Use of Engaged Learning, Cooperative Learning and Multiple Intelligences.
PUB DATE- 00
NOTE- 80p.; Master's Action Research Project, Saint Xavier University and SkyLight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Action Research; *Cooperative Learning; Elementary Education; *Elementary School Students; Multiple Intelligences; Program Evaluation; Reading Achievement; *Student Motivation
IDENTIFIERS- *Student Engagement

Noting that poor student motivation and problematic social skills may interfere with the academic growth of elementary school students, this action research project examined the impact of a multifaceted intervention on student motivation and achievement. Participating in the study were second and third graders from 3 schools. The 12-week intervention was comprised of 3 elements: (1) use of the theory of multiple intelligences in instruction; (2) the incorporation of cooperative learning; and (3) the provision of an engaged learning environment. Students worked in teacher-selected base groups weekly for 15 minutes for data collection and reflection and in randomly-assigned cooperative learning groups at least twice weekly for 30 to 45 minutes. Cooperative learning activities taught appropriate social skills. Multiple intelligence activities and a series of engaged learning activities were incorporated into classroom practices. Data were collected through student surveys and journals completed weekly, teacher observation settings. Parents and teachers rated the social behaviors of 328 children who were nested within 40 classrooms. Findings indicated that mothers with higher self-reported depression levels also indicated that their children displayed fewer positive social behaviors and more problem behaviors than did mothers with lower levels of depression. Parent-reported home violence was associated with more teacher-identified child disruptive behavior. Higher quality classrooms tended to have lower class averages for the parent-reported child problem behaviors. Teachers who were observed to interact less positively with children tended to rate the children in their classrooms as more compliant. The teacher's ability to individualize instruction tended to moderate the association between the child's age and prosocial behaviors while also moderating the association between maternal depression and parents' reports of their children's problem behaviors. (Contains 54 references.) (Author/KB)

ED 443 578 PS 028 741

Medvin, Mandy B.; Spargo, Betsy; Falcocchio, Angela
Using Computers To Facilitate Social Problem Solving in Head Start Classrooms.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cooperation; *Educational Technology; *Helping Relationship; Peer Relationship; *Preschool Children; Preschool Education; Problem Solving; *Sharing Behavior; *Social Development
IDENTIFIERS- Project Head Start; *Social Problem Solving

As an increasing number of Head Start classrooms are including computers as part of their classroom equipment, it is important to identify the impact of using computers on children's behavior. Noting that previous studies have reported conflicting findings with regard to children's cooperative behavior, this study explored the impact of an intervention designed to increase children's cooperation and social problem solving when working on computers in a Head Start classroom. Seventeen children were encouraged by an adult facilitator to help each other and to share the mouse across three classroom sessions. Sessions were videotaped, videotapes were transcribed, and teacher and child behaviors were coded. Findings indicated that the frequency of child requests for help was high and decreased across sessions, while self-initiated helping increased. Refusals of help also decreased over time. Sharing behaviors, however, remained similar over time. On average, 60 percent of the time children either requested a turn or negotiated over turntaking, 26 percent of the time involved sharing, and 14 percent involved refusals to share. The facilitator used more utterances in regard to sharing (82 percent) than helping (18 percent). The facilitator intervention decreased over time, though more for helping than for sharing. (KB)

ED 443 579 PS 028 742

Susman-Stillman, Amy; Schirvar, Wendi
University-Community Model for Connecting Research, Practice and Policy.

glossary of speech and language terms. (Contains 42 references.) (KB)

ED 443 596 PS 028 767

Sommers, Christina Hoff
The War against Boys: How Misguided Feminism Is Harming Our Young Men.
PUB DATE- 00
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aggression; Attitude Change; Curriculum Development; *Elementary Secondary Education; Ethical Instruction; Ethics; Females; *Feminism; *Gender Issues; *Males; *Masculinity; Nature Nurture Controversy; Parent Child Relationship; *Psychological Needs; Sex Differences; Social Attitudes; Socialization; Student Needs; Values
IDENTIFIERS- Department of Education

Under the guise of helping girls, many schools have adopted policies that penalize boys, often for simply being masculine. Arguing that boys need help catching up with girls academically, and need love, discipline, respect, and moral guidance, but do not need to be rescued from their masculinity, this book scrutinizes studies and feminist doctrine to refute the notion that there is a "girl crisis" in the schools. Following a preface that contrasts how Great Britain and Australia have addressed the problem of boys' underachievement to how U.S. schools have instead suffused the problem with sexual politics, the chapters of the book are: (1) "Where the Boys Are," exploring achievement statistics indicating that in fact, girls are outperforming boys, and refuting the current wisdom that young and adolescent girls are in crisis; (2) "Reeducating the Nation's Boys," on feminist efforts to alter school curricula to unfairly socialize boys under the guise of gender equity; (3) "Guys and Dolls," on how pressures of the gender equity movement collide with children's innate dispositions; (4) "Carol Gilligan and the Incredible Shrinking Girl," on the poor science underlying Harvard professor of gender studies Gilligan's claim of a "girl crisis," and the media's part in perpetuating this false notion; (5) "Gilligan's Island," criticizing Gilligan's later assertion that boys' socialization away from their mothers and into masculinity and the "patriarchal social order" is traumatic for them and at the heart of male violent and aggressive behavior; (6) "Save the Males," exploring the trend to "reconnect" young and adolescent boys to emotional expression despite their natural, and not necessarily unhealthy, reticence; (7) "Why Johnny Can't, Like, Read and Write," on how tenets of progressive education supplanting discipline, competition, and high expectations have contributed to boys' poor performance; (8) "The Moral Life of Boys," on how the absence of moral socialization, not masculinity, lies at the root of boys' aggression and violent behavior; and (10) "War and Peace," on the inner conflicts feminist mothers experience raising sons and on the need to re-acknowledge that boys and girls are different and stop "pathologizing" maleness. (Contains extensive notes, by chapter.) (HTH)

ED 443 597 PS 028 768

Action
IDENTIFIERS- Hawaii; *Sense of Community

This action research explored the relationship between community and learning. The essence of community was examined through informal conversations with Hawaiian parents, service providers, and students involved in advocating for family/community centers in the schools. Community was found to be inversely related to alienation and defined by experience more than structure. Specifically, the sense of community consists of the senses of connection, meaning, empowerment, oneness with others, and a sense of harmony with all. A review of brain theory found that the processes of community making and the processes of learning are basically the same. Human development theorists recognize a gradient of individual human development from self-preservation to community and harmony with all. In reconceptualizing community education, the most important criterion by which to judge programs is whether they have produced a more positive sense of community among the participants, which in turn leads to higher levels of human development. Five objectives of community education were identified. The fundamental role of the community educator is to be a model learner and model the essence of community in policies, programs, and practices. The model of community education resulting from this study was used in the development of parent-community networking centers currently operating in Hawaii. (Contains 35 references.) (TD)

ED 443 615 RC 022 475

McCartney, Irene, Ed.
Children in Our Midst: Voices of Farmworkers' Children.
PUB DATE- 00
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Agricultural Laborers; Child Labor; Child Rearing; *Child Welfare; Educational Attitudes; Elementary Education; *Family Life; Foreign Countries; Health Education; *Poverty; Preadolescents; Preschool Education; Rural Areas; Rural Family; *Rural Farm Residents; Rural Schools; *Rural Youth
IDENTIFIERS- *Zimbabwe

For many years, farmworkers in Zimbabwe have been a marginalized and neglected community. This book describes the lives of hired farmworkers' children in their own words. Over 850 children aged 10-17 were interviewed or wrote essays in English or Shona. Nearly all the children were in elementary school in grades 4-7. Many farm children undergo experiences of loss and deprivation, work, marriage at a very young age, and lives constrained by poverty and geographic isolation, yet they show no self-pity and have hopes for the future. An introduction discusses the need for nongovernmental organizations and development workers to listen to the opinions and priorities of the people who receive their assistance, including rural children, who have home and work responsibilities from an early age. The book is divided into nine sections that explore through the testimony of farm children issues of childhood; family life; the home, health, and preschool education; the farm; work; education and aspirations for the future; recreation; culture and history; and conceptions of the wider world. Each section includes background to the topic, the children's words and writings, and commentary and explanatory responsible. In the area of content, 13 teaching techniques are listed, related to prioritization of content, use of central themes, promotion of physical activity, sequencing of content, breakdown of complex content into sections, development of planned curriculum, and other basic techniques. Nine additional techniques for a deeper content agenda and five issues concerning instructor attitude toward content are also given. The second broad area of effective outdoor education is teaching method. Varied presentation techniques are the means through which course content reaches students in meaningful ways. Fifteen techniques are listed in this area, including the use of appropriate humor, brevity, peer teaching, challenge, active learning, discussion, and others. Six additional techniques are listed for developing thinking skills, seven for creating a deeper agenda, and three for optimizing instructor attitude. The last broad area of effective practice relates to group management. Situation-specific group management facilitates an optimum environment in which basic student needs are met and progression to higher levels of learning is encouraged. In the area of group management, 28 techniques are listed for subcategories of student safety, student comfort, student attention, suggestions for early and late in the course, a deeper agenda, and instructor attitude. A few examples of innovative techniques demonstrated at the course are given. (TD)

ED 443 633 RC 022 536

Cochran, Brent
Dehydration, Heat Stroke, or Hyponatremia? The Recognition, Treatment, and Prevention of Hyponatremia Caused by High Exercise Outdoor Activities.
PUB DATE- 99
NOTE- 11p.; In: Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, WY, November 1-6, 1999); see RC 022 528.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Exercise Physiology; First Aid; *Medical Evaluation; Medical Services; *Outdoor Activities; Prevention; *Wilderness
IDENTIFIERS- *Heat Injuries; *Hyponatremia

Hyponatremia (severe sodium depletion) has symptoms similar to heat exhaustion and heat stroke and can easily be misdiagnosed. The number of wilderness users and extreme adventure activities has increased in recent years, and more cases are being diagnosed. Given that a 1993 study found that 1 in 10 cases of heat-related illnesses were hyponatremia, wilderness medicine providers need to become familiar with this illness. In hyponatremia, as sodium decreases in relation to water, water moves from the cardiovascular system into the intracellular space in the brain, which can result in cerebral edema followed by seizures, coma, and death. Symptoms of hyponatremia that differentiate it from heat exhaustion and heat stroke are decreased thirst, increased urine output and frequency of urination, clarity of urine, lack of poor skin turgor (tenting of the skin), and moist mucous membranes. Patients with hyponatremia may have a significant decrease in level of consciousness, but will not have hot skin or a high core body crossing, mountaineering, solos, canoeing, and kayaking. The final chapters address service projects, international travel, technology in the wilderness, and third-party contractor agreements. (SV)

ED 443 651 RC 022 573

Lopez-Acevedo, Gladys; Salinas, Angel
Marginal Willingness To Pay for Education and the Determinants of Enrollment in Mexico. Policy Research Working Papers.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; *Enrollment Influences; Family Characteristics; Family Income; Foreign Countries; *Parent Financial Contribution; Poverty; *Public Education; Rural Urban Differences; Social Class; *Socioeconomic Influences; Socioeconomic Status
IDENTIFIERS- *Mexico

Standard benefit-incidence analysis assumes that the subsidy and the quality of educational services are the same for all income deciles. This paper takes a new approach, a "marginal willingness to pay" analysis that measures the impact of the government's provision of public schools on the educational spending behavior of an average Mexican household. Mexican National Household Income and Expenditures Survey data (1996) were analyzed to examine: (1) how much an average household with given characteristics would spend on a child if subsidized public schools were not available; (2) how much the household "saves" by sending the child to public rather than private schools; (3) size of the "savings" for various income groups; (4) determinants for enrollment in upper secondary school by income groups and rural versus urban location; and (5) how individuals' educational expenditures affect enrollment patterns. Among the findings are that the nonpoor and those in urban areas got a large share of the subsidy or "savings" from government provision of educational services. Household enrollment and transition to secondary school depended heavily on the cost of schooling, head of household's educational level, per capita household income, and housing characteristics. Probability of secondary school attendance was much higher in the top 40 percent of urban income groups than in the bottom 40 percent in rural areas. The variable government effort had a significant marginal impact on upper secondary enrollment that, in elasticity terms, was 12 times more effective for the poor than the wealthy and 15 times more effective in rural than urban areas. (Contains 24 references and 26 data tables.) (Author/SV)

ED 443 652 RC 022 574

Blunch, Niels-Hugo; Verner, Dorte
Is Functional Literacy a Prerequisite for Entering the Labor Market? An Analysis of the Determinants of Adult Literacy and Earnings in Ghana. Policy Research Working Papers.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Age Differences; *Education Work Relationship; Educational Attainment; Foreign Countries;

of chemical representations with the aid of a visualizing tool, eChem, that allows them to build molecular models and simultaneously view multiple representations. Multiple sources of data were collected with the participation of high school students (n=71) over a six-week period. The results of the pre- and post-tests show that students' understandings of chemical representations improved substantially. The analysis of video recordings revealed that several features in eChem helped students construct models and translate representations. Findings suggest that models can serve as a vehicle for students to generate mental images, and that different types of 3-D models were not used interchangeably for these students. (Contains 46 references.) (Author/WRM)

ED 443 679   SE 063 723

Amemiya, Koji; Macer, Darryl
Environmental Education and Environmental Behaviour in Japanese Students.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Conservation (Environment); Ecology; *Environmental Education; Ethical Instruction; *Ethics; Foreign Countries; High Schools; Learning Processes; Natural Resources; Philosophy; *Student Attitudes; Teacher Attitudes; *Values
IDENTIFIERS- Japan; *Japanese People

Ethical behavior towards the environment includes valuing nature, living sustainably in harmony within nature, and respecting the autonomy of all living things. This paper describes a study of Japanese high school students' attitudes with regard to environmental ethics. Findings suggest that students who value environmental conservation tend to abandon ideas of anthropocentrism. (Contains 16 references.) (WRM)

ED 443 680   SE 063 742

Rye, James A.; Campbell, Star; Bardwell, Jenny
A Model and Strategies for Realizing Secondary Level Interdisciplinary Instruction.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Health; High Schools; Human Body; *Instructional Materials; *Integrated Activities; *Interdisciplinary Approach; *Nutrition; Program Development; Scientific Concepts; Teaching Methods

This paper discusses strategies that can be used to realize interdisciplinary instruction at the secondary level and details a sample curriculum that employs themes related to human nutrition. The Secondary Level Interdisciplinary Curriculum is organized around five thematic units that present nutrition issues highly relevant to adolescents: Alternative Eating, Food Safety, Physical Activity, Disordered Eating, and Special Concerns in Nutrition for Teenagers. (Contains 11 references.) (WRM)

1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; Course Descriptions; Electricity; *Engineering Education; Higher Education; *Optics
IDENTIFIERS- *Electrical Engineering

The expansion in the fields of optical engineering and optoelectronics has made it essential to introduce optical engineering concepts into undergraduate courses and curricula. Because of limits on the number of course requirements for the BS degree, it is not clear how these topics should be introduced without replacing some of the traditional requirements. This paper demonstrates how optical engineering concepts can be easily presented as an integral part of electrical engineering subjects, with a minimal amount of replacement, while enhancing the depth and understanding of both fields. Courses such as linear signals and systems, electricity and magnetism, and electronics, which traditionally represent the core requirements of the undergraduate electrical engineering curriculum, have direct correlations with optical engineering concepts. The major changes needed are the creation of textbooks that contain concepts and examples in areas of both optical and electrical engineering and some relearning and familiarization on the part of instructors. This approach allows for a fresh look at courses being offered in electrical engineering, while providing the necessary background in optical engineering for students. (Author/YDS)

ED 443 703 SE 063 885

Kolat, Pavel; Noskievic, Pavel; Novacek, Alexej
University-Industry Joint Program in Energy Management Education.
PUB DATE- 98
NOTE- 7p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemical Engineering; Coal; *Energy Education; *Energy Management; Environmental Education; Foreign Countries; Fossil Fuels; Industry; Mining; Oil; Power Technology
IDENTIFIERS- Czech Republic; *Energy Policy; Europe

This paper discusses the importance of energy and its association with the modern economy. Presently, 40% of Europe's electricity needs are based on coal. Preparing a clean energy technology requires improvements in conventional steam cycle technology. Education plays an important role in energy use, and universities need to organize education with regard to energy efficiency. Because of the importance of energy to society, it is necessary to introduce advanced information into energy education programs. (YDS)

ED 443 704 SE 063 886

Seabra, Antonio C.; Consonni, Denise

600 teachers across the United States completed self-report surveys that covered the subject content they taught and the instructional practices they used in their classrooms. This summary report provides an overview of some of the findings from the study and presents examples of how the data on enacted curriculum can be reported and used. It is intended to help educators and decision makers identify the kinds of information that would be available from the surveys of enacted curriculum and to suggest ideas and strategies for more expanded use of these kinds of surveys and data by educators at the school, district, and state levels. The study of enacted curriculum was a collaborative effort involving state education leaders in science and mathematics education, researchers from the Wisconsin Center for Education Research (WCER), and project managers from the Council of Chief State School Officers (CCSSO). Educators and researchers worked together to develop survey instruments that would gather reliable data from teachers and students, as well as formats for reporting survey results that would communicate key findings to educators. The 11 states supported and participated in the study through the CCSSO and State Collaboration on Assessment and Student Standards surveys of Enacted Curriculum. (Contains 13 references.) (ASK)

ED 443 726   SE 063 959

Pligge, Margaret A.; Kent, Laura B.; Spence, Mary S.
Examining Teacher Change within the Context of Mathematics Curriculum Reform: Views from Middle School Teachers.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Educational Change; *Mathematics Curriculum; Mathematics Education; Mathematics Teachers; Middle School Teachers; Middle Schools; *Pedagogical Content Knowledge; Professional Development; *Teacher Improvement

This article describes teacher change using the backdrop of a standards-based reform mathematics curriculum for middle grades and direct quotes from teachers and math support coordinators involved in the implementation over the last five years. Each of the sixteen participants had at least one year of experience teaching or supervising the instruction of the curriculum. The curriculum, "Mathematics in Context: A Connected Curriculum for Grades 5-8," was designed to build instruction on students' informal knowledge using meaningful context situations. The results of survey, interview, and classroom observation data illustrate that, for these selected teachers and support staff, both the design of the curriculum and the staff development workshops changed their perceptions of both what mathematics is as a subject and how mathematics should be taught. The quotes from the participants and the specific examples that they refer to in the curriculum provide evidence of the legitimacy of their perceptions about how they have changed their beliefs about teaching and learning as a result of their interactions with this particular curriculum. The paper concludes with a discussion of the impact of the reform in general and the continued vision shared by mathematics educators to help all students learn significant mathematics. (Contains 31

Responsibility; Social Studies; Values Education

This social studies curriculum unit for grades 10-12 provides activities designed to focus students on actual case studies of sustainable community initiatives. The first activity guides the students in a discussion about the terms "civil society" and "sustainable community" to understand how the two terms are related. In the second activity two case studies (one urban and one rural) are looked at to see how the ideas discussed in the first activity are applied to real-life situations. Detailed student handouts and activity instructions are provided along with an extensive teacher's guide. (RJC)

ED 443 750 SO 031 647

Heller, George N., Ed.
Society for Music Teacher Education Professional Literature Project.
PUB DATE- 99
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; Choral Music; Elementary Secondary Education; Field Studies; Graduate Study; Higher Education; *Music Education; *Music Teachers; *Teacher Education
IDENTIFIERS- Conducting (Music); Instrumental Music; *Professional Literature

This project aims to correct the somewhat chaotic state of professional literature on music teacher education. First, the project provides a tentative definition of music teacher education and then proceeds to sort, classify, and define the diverse literature. After an introduction, the project is divided into the following sections: (1) "Music Teacher Education Literature in General"; (2) "Music Teacher Education Literature on Conducting"; (3) "Music Teacher Education Literature on Field Work"; (4) "Literature on Elementary Classroom Teacher Education in Music"; (5) "General Music Teacher Education Literature"; (6) "Choral Music Teacher Education Literature"; (7) "Instrumental Music Teacher Education Literature"; and (8) "Literature on Graduate Study in Music Teacher Education." (BT)

ED 443 751 SO 031 655

Duncan, Elizabeth; Bongiorno, Linda, Ed.
Landmines: The Hidden Crisis. For Upper Elementary Grades.
SPONS. AGENCY- Department of State, Washington, DC.
PUB DATE- 99
NOTE- 42p.; Cover page reads: Landmines: Exploring the Hidden Crisis. A Standards Based Curriculum Unit for the Elementary Grades. For units for the middle grades and the secondary grades, see SO 031 657-658.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Rights; Elementary Education; Foreign Countries; *International Relations; Persuasive Discourse; *Physical Environment; *Social Studies; *War
IDENTIFIERS- *Global Issues; *Landmines; National Geography Standards; Victims of War

Intended to make the issue of landmines pertinent and accessible to the classroom teacher, this curriculum unit provides

Education; *Service Learning

This paper shares the contribution of adolescent development research to service learning research with the goal of strengthening service learning. The paper discusses four areas of research on adolescent development and considers three implications for service learning program development and research. It discusses in detail the following research areas: the needs of adolescents; adolescents' struggle for control over their lives; teenagers' moral development; and variables that make one teenager different from another (such as gender, ethnicity, and socioeconomic status). The paper outlines implications for service learning program development and research: (1) the tasks of adolescence provide a guide for understanding service learning within the framework of adolescence; (2) service learning programs and research can explore the developmental stages of the teenage years to define stages of service involvement; and (3) adolescence is a period of change and struggle. Contains 6 figures and 24 references. (BT)

ED 443 772 SO 031 987

Elsasser, Stacey
"So What If I Pray Like a Girl": Gendered Religious Socialization at a Christian School.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Discourse Communities; Elementary Secondary Education; *Gender Issues; *Private Schools; Religious Cultural Groups; *School Culture; Sexism in Language
IDENTIFIERS- *Christian Schools

A study sought to explore and define the nature of gendered religious socialization in a non-denominational Christian school, using the lens of submission theology. Many Christian schools today are less rigid in their rules and doctrines than formerly and are no longer separate from the world. This study was conducted in one such school, where a lack of doctrinal absolutes became important to understanding the way gender is played out in this school. Central to understanding this study is the concept, known as submission theology, that the wife has less authority (specifically spiritual) than her husband. Data are drawn from a case study that included visits to an evangelical Christian school with an enrollment of 150, pre-K through grade 12 students. Most students and faculty have conservative Christian beliefs with more Pentecostal/Charismatic tendencies. Drawing heavily from transcriptions of student/teacher interviews, the issue of the submission of women among the students became a central theme. Issues of submission were found in their discourses regarding leadership, in the teasing and interactions among students and between students and faculty, and by the example set through lack of doctrinal absolutes and the favoritism shown by faculty toward males. This school provides a unique opportunity to see a fragment of the intersection of religion and gender. (Contains 32 references.) (BT)

ED 443 773 SO 031 988

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; *Educational Psychology; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Preservice Teachers
IDENTIFIERS- Case Analysis; *Dialectical Reasoning; Reflective Thinking; *Self Reflection

This paper describes an educational psychology class that helped develop self-reflection in preservice teachers by teaching them the dialectic process of analysis. Students explored the attitudes, beliefs, values, assumptions, and biases they as future teachers would bring with them to classroom interactions with students. As an ongoing assignment, students developed their own philosophies of education. Their first assignment was to create an ideal classroom based on their own experiences. As the semester progressed, students incorporated the various educational psychology concepts covered in class. Another instructional strategy involved providing a rationale for the instructor's assignments and behaviors wherever possible, thus modeling the reflective process sought by the dialectic. The instructor helped students develop dialectic thinking processes via a series of cases focused on classroom dilemmas. Students read and discussed cases in class and wrote detailed case analyses (which the instructor provided feedback on). It was through class discussions that the dialectic process was engaged as an instructional activity. Through repeated exposure in the classroom to this dialectic and self-reflective approach to the analysis of cases, class discussions, and revisions of philosophies, students were able to move along a continuum of beliefs. (Contains 21 references.) (SM)

ED 443 793 SP 039 349

Moore, Shawn; Shaw, Paul
The Professional Learning Needs and Perceptions of Secondary School Teachers: Implications for Professional Learning Community.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Development; Foreign Countries; Secondary Education; *Secondary School Teachers; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- Canada; *Learning Communities

This study interviewed 45 ninth-grade teachers in 4 secondary schools in Ontario, Canada, in the spring of 1997 regarding their perceptions of their professional learning needs. Respondents were part of a 3-year research and development study, "Change Frames." Analysis is based on the view that the most meaningful teacher professional development takes place not in a workshop or in discrete, bounded conversations, but in the context of professional communities, discourse communities, and learning communities. Teachers typically belong to multiple professional communities, each of which functions somewhat differently as a strategic site for professional growth. Thus, it is argued, professional growth is, at root, about enabling and the meaning that these two mentors attach to their own work as mentors of prospective teachers. Through prolonged participant observation and in-depth interviewing of both interns and mentors, this study captures the unfolding story of the two mentors' approaches to supervision over the course of the year-long internship experience. Each of the two mentors conceptualized and carried out her supervisory role differently, though both mentors approached the task of teaching the interns in a manner similar to their approach to teaching children. In analyzing these two mentors' supervision work, Bridgett takes on an artistic approach to mentoring, like that of a gardener while Claudia illustrates the inquiry-oriented approach to mentoring like that of a playwright. As a result of these cases, seven powerful features of mentoring emerge which contribute to the literature characterizing the supervision of effective teachers. (Author/SM)

ED 443 814   SP 039 372

McCoy, Leah P., Ed.
Studies in Teaching 1999 Research Digest. Research Projects Presented at Annual Research Forum (Winston-Salem, NC, December 1999).
PUB DATE- 99
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- African Culture; African Literature; Athletics; Classroom Environment; Computer Uses in Education; Cultural Awareness; Decision Making; Educational Technology; *Elementary Secondary Education; English Literature; Ethics; Evolution; Females; Grammar; Group Activities; High School Students; Higher Education; Internet; Lecture Method; Mathematics Achievement; Mathematics Education; Multimedia Instruction; Music; Public Schools; Religion; Second Language Instruction; Secondary School Science; Self Disclosure (Individuals); Service Learning; Sex Differences; Spanish; Student Attitudes; Student Behavior; Student Motivation; Teacher Attitudes; Teachers; Teaching Methods; Technology; Tutoring; Writin Caribbean History; Psychosocial Factors; Seating Assignments; Student Engagement
IDENTIFIERS- Caribbean History; Psychosocial Factors; Seating Assignments; Student Engagement

This publication presents a collection of research projects presented at the Annual Research Forum at Wake Forest University: "The Use of Group Work as an Effective Teaching Technique in Lower Level Spanish Classes" (James Blackburn); "What Are the Real Factors behind Student Motivation?" (Matthew Grey Burdick); "Can Students Communicate Mathematical Reasoning?" (Mary Elizabeth Cassells); "Establishment and Practice of Religion in the American Public Classroom: A Teacher's Predicament" (Angell Caudill); "A Study of Anxiety in the Secondary Spanish Classroom" (Summer Colucci); "The Use of African and Caribbean Francophone Literature To Teach Culture" (Katherine B. Farley); "The Writing Process in Secondary Level Spanish Classes" (Nancy A.M. Felder); "The Effects of Teacher Self-Disclosure in a Classroom That Addresses Controversial Ethical Topics" (Mary Beth Ferrell); "Student and Teacher Attitudes toward Technology" (Abdul Azeez Gulce); "Immediate Corrective Feedback and Classroom Performance" (Andrew R. Hano); "Students' Perspectives of Title IX and High School Athletics" (Tricia Hester); "Classroom Seating and Student Anxiety" (Candi Lavender); "How Use of Multimedia Affects

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; *Parent Participation; Program Evaluation; Urban Schools
IDENTIFIERS- Annenberg Foundation; *External Evaluation; *Internal Evaluation; Los Angeles City Schools CA

The Los Angeles Annenberg Metropolitan Project (LAAMP) has several initiatives, including Parents as Learning Partners (PLP), that attempt to assist parents and schools to work collaboratively in order to increase student achievement. Using PLP, one of LAAMP's major parent engagement initiatives, as a model, this paper discusses using both internal and external evaluations to provide a better understanding of how to implement parent involvement programs. An external evaluation team has been hired by LAAMP to evaluate PLP through a longitudinal and quasi-experimental design to track parent-child pairs over time. Six PLP and six non-PLP schools were compared to determine the impact of parent involvement. The internal evaluation of PLP was carried out by LAAMP in collaboration with the schools and school families. Advantages and weaknesses of both internal and external evaluations are discussed. It is important to use both types of evaluation to evaluate and continue implementing a parent involvement program. (SLD)

ED 443 832   TM 031 314

Katayama, Andrew D.; Crooks, Steven M.; Weller, William
Constructing and Studying Notes from On-Line Text: Why Filling the Blanks in a "Partial-Notes" Format May Lead to Higher Performance on Delayed Higher-Order Tests.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graduate Students; Graduate Study; Higher Education; Mnemonics; *Notetaking; *Retention (Psychology); Study Skills; *Testing

The effectiveness of notes provided students in two formats was studied. Students received either a completed set of notes or a partially completed set, with approximately half the information left blank. The study was also designed to investigate the effect of test taking conditions, whether immediate (shortly after the study session) or delayed by a week. Sixty-seven graduate students participated in this study, with 34 given the complete notes and 33 given the partial notes. Thirty-four students were in the immediate testing situation, and 33 took the test a week after the study session. The study text and the notes were presented online. Results indicate that partial notes were more effective than completed notes, especially for the application of the concepts to novel situations. There did not seem to be an effect for note format on learning factual information. It was evident that immediate testing is advantageous for the student, but findings show that when students study and construct the partial notes, they seem to recall the information better on the delayed test than do students in the completed notes condition. (Contains 50 references.) (SLD)

Cooperative Learning and Unity: The Perspectives of Faculty, Students, and TA's.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Cooperative Learning; *Diversity (Student); *Equal Education; Higher Education; Surveys; *Teaching Assistants; Teaching Methods; *Undergraduate Students

A program designed to encourage university faculty and teaching assistants (TAs) to use cooperative learning in undergraduate classrooms was evaluated through the perspectives of faculty, TAs and students. The program was part of an initiative called DiverSCity, and the evaluation focused on the initial climate and culture of the college and responses to a series of faculty seminars conducted to introduce faculty to collaborative instruction and to encourage its use for the creation of diversity. Three surveys were administered in the spring semester 1998 to a sample of faculty, the population of TAs, and the senior student cohort. The response rate across all three surveys was about 24%. The evaluation also included a follow-up contact with faculty after a workshop on the program. In general, students had only a slightly higher than neutral opinion of collaborative learning techniques. Faculty members had the highest opinion of cooperative learning. TAs were less concerned about the grading involved with collaborative learning than were students. Survey responses indicated that faculty members were more open to diversity than were TAs or students. Students were most likely to think that the university was accepting of diversity but least accepting themselves, based on survey responses. Students indicated that they would prefer to pick their own groups for cooperative learning, but faculty members and TAs preferred to assign students to groups. Overall, results suggest that faculty development, as evidenced by responses to the workshop, can be a powerful tool to encourage the use of collaborative instruction and positive acceptance of diversity. (Contains 43 references.) (SLD)

ED 443 854 TM 031 499

Burnaford, Gail; Hilsabeck, Allison
The Master's Project: Negotiating Identities as Teacher Researchers.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Research; Higher Education; *Masters Degrees; Masters Programs; Methods Courses; *Research Methodology; Teacher Education; *Teacher Researchers
IDENTIFIERS- Northwestern University IL

This paper describes the guided inquiry process by which graduate students in the Master of Science in Education Program at Northwestern University produce a formal "master's project." This project is a piece of individual or group research completed by students in the teacher preparation program. The preparation to do the inquiry runs parallel to the preparation to teach. This description is the beginning of an evaluation of the university's approach to training teacher researchers. Students use four models to develop research questions for substantial discrepancy existed between the proportion of students that educators classified as not reading well enough to be academically successful in fifth grade and the proportion of students retained in grade, with the percentage of students judged underprepared more than 15 times greater than the percentage of students actually retained. Some areas of further research are outlined. (SLD)

ED 443 874   TM 031 519

Mendro, Robert; Bembry, Karen
School Evaluation: A Change in Perspective.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Decision Making; Elementary Secondary Education; *Evaluation Methods; Program Evaluation; *School Effectiveness; Student Evaluation
IDENTIFIERS- *Dallas Independent School District TX

This paper shows the shift in emphasis in school evaluation that has occurred in the Dallas Public Schools, Texas, in recent years. The primary emphasis is now on accountability in measuring, using, and learning from teacher and school effectiveness. Both value-added and unadjusted measures are needed for these evaluations, and traditional program evaluation has been repositioned to provide light on teacher and school effectiveness whenever possible. Traditional activities are still responsible for many compliance areas, but they are increasingly focused on effectiveness information. As a concomitant of the effectiveness studies, training and service activities have taken a major place in the school system's Department of Research and Evaluation. They were once nearly perfunctory, but now they are used to expand knowledge of the accountability system and effective practices and to help administrators make better decisions. (Contains 26 references.) (SLD)

ED 443 875   TM 031 520

Irwin, Patrick M.; Plake, Barbara S.; Impara, James C.
Validity of Item Performance Estimates from an Angoff Standard Setting Study.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); *Judges; Licensing Examinations (Professions); *Performance Factors; *Test Items; Validity
IDENTIFIERS- *Angoff Methods; *Standard Setting

Judgmental standard setting methods, such as the W. H. Angoff (1971) method, use item performance estimates as the basis for determining the minimum passing score (MPS). Therefore, the accuracy of these item performance estimates is crucial to the validity of the resulting MPS. Recent researchers, (L. A.

Ascher, Carol; Wamba, Nathalis
An Examination of Charter School Equity.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Carnegie Corp. of New York, NY.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 55p.; Paper presented at a conference on "School Choice and Racial Diversity" (New York, NY, May 22, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Charter Schools; Demography; *Disadvantaged Youth; Elementary Secondary Education; *Equal Education; *Racial Composition; *School Choice; Student Characteristics; Urban Schools

Issues related to educational equity and charter schools are discussed, and evidence is presented from a national study of equity in charter schools. Three standards of equity are discussed, and the equity provisions of state charter legislation are reviewed. To supplement existing studies of charter school demography, researchers at New York University's Institute for Education and Social Policy began to collect demographic data on charter schools. The database for this study included 801 charter schools. Data from these schools indicate that 70% of all charter schools are not distinct from their surrounding districts in the percentage of white students. In 31% of all charter schools, more than two-thirds of students are students of color, and only 47% of these schools are indistinct from their district averages. Overall, data suggest that charter schools may be proliferating at both the low and high ends of the race/ethnicity and affluence/poverty continuums. Data from this study cannot show that charter schools are exacerbating racial isolation or creating more isolation by social class, but some state-level case studies suggest that this is the case. Fieldwork suggests that some charter schools may well have developed educational programs that draw a range of students, and some may be providing high quality educational opportunities to low income students of color. However, state studies suggest that charter schools serving low-income children of color are less likely to provide an academic curriculum and are generally not as rich in resources as charter schools serving white, middle-class students. Some equity issues, particularly those associated with outcomes of education, remain unresolved for charter schools. (Contains 4 figures, 1 table, and 52 references.) (SLD)

ED 443 897   UD 033 661

Barriers and Breakthroughs: Technology in Urban Schools. A Reporter's Guide.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Faculty Development; Internet; *Urban Schools
IDENTIFIERS- Chicago Public Schools IL; Cleveland Public Schools OH; Detroit Public Schools MI; Milwaukee Public Schools WI

DESCRIPTORS- *Child Welfare; *Cooperation; Federal Legislation; Low Income Groups; *Policy Formation; Public Policy; State Legislation; *Welfare Recipients; Welfare Services
IDENTIFIERS- Reform Efforts; Welfare Reform; *Workfare

This paper outlines the elements of the federal welfare reform legislation and the most important child welfare reforms currently being implemented. Some of the common themes of child welfare reforms are identified. The paper also discusses why new child welfare systems should be designed by child welfare and workfare authorities in collaboration and where child welfare reform should be going. First and foremost among recent federal laws that are significant to child welfare reform is the Adoption and Safe Families Act of 1997, which makes clear that child safety should be the paramount concern of the child welfare system. The Multi-Ethnic Placement Act and its amendments are also important elements of current policy, as are the waivers of regulations governing the expenditure of federal funds for child welfare. Child welfare and workfare reformers should work together, first because of the relationships among family poverty, child abuse and neglect, and involvement in the child welfare system. A second consideration is that the populations served by the workfare and child welfare systems are rapidly becoming one and the same. New service delivery models are likely to emerge in places where the two systems begin to work together. Although every state is running a surplus in its temporary assistance to needy families budget and the federal government is inviting experimentation in child welfare through its waiver program, there is no guarantee that either of these situations will last. This is the time to link basic economic assistance and other services to families. (SLD)

ED 443 917 UD 033 700

Cortes, Carlos E.
The Children Are Watching: How the Media Teach about Diversity. Multicultural Education Series.
PUB DATE- 00
NOTE- 202p.; Foreword by Series Editor James A. Banks.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; *Cultural Awareness; *Curriculum Development; Diversity (Student); Elementary Secondary Education; *Mass Media Effects; Mass Media Role; *Multicultural Education; *Racial Differences

This book is intended to provide insights into the role that the mass media play in the broad educational process, especially in the ways that young people develop their beliefs and feelings about human diversity. The book also offers insights and ideas for grappling with the media teaching-learning process and for understanding its implications for diversity-related education. The chapters are: (1) "Holly and Melissa's Multicultural Curriculum"; (2) "The Societal Curriculum"; (3) "Mediamakers as Multicultural Curriculum Developers"; (4) "Media Products as Multicultural Textbooks"; (5) "Mass Media and Multicultural Learning"; (6) "October 1997: A Multicultural Media Journal"; (7) "The Contemporary Media Curriculum as School Context"; (8) "Mass Media, Multiculturalism, and Schools"; (9) "Struggling with Stereotypes: Uses and Abuses of a Critical Concept"; and (10) "Multicultural Education in the Cyberspace Era." An though voters strongly support community involvement in the schools. Voters generally thought that communication between schools and parents was "okay." The questionnaire is included. (Contains 18 tables.) (SLD)

ED 443 938 UD 033 722

Gibbs, Courtenay; Bradbury, Tom
Putting the Public in Public Education: Preliminary Community Vision Workbook.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Accountability; *Community Programs; Elementary Secondary Education; *Equal Education; Focus Groups; Parent Participation; Urban Schools; Values
IDENTIFIERS- *Charlotte Mecklenburg Public Schools NC

As part of the Community Vision Initiative, the Charlotte-Mecklenburg Education Foundation conducted a series of educational forums that included 94 guided discussions and focus groups. About 400 to 500 citizens and educators participated in at least 1 of the discussions. Eight major categories emerged as concerns for the Charlotte-Mecklenburg Public Schools: (1) shared core values; (2) quality education for all children; (3) equity across the board; (4) teachers and teaching matter for student achievement; (5) parent involvement; (6) community involvement; (7) action and accountability; and (8) the environment for education. This report presents summaries of discussions about each of these issues. Recognizing these community concerns is a first step that must be followed by processes of engagement, setting priorities, determining a focus, and program implementation. Appendixes contain plans for scheduled meetings and a list of components of the Community Vision Initiative completed to date. (SLD)

ED 443 939 UD 033 723

Fuller, Howard L.; Mitchell, George A.
The Impact of School Choice on Integration in Milwaukee Private Schools. Current Education Issues.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Desegregation Methods; Elementary Education; *Enrollment; *Private Schools; *Racial Composition; *School Choice; School Desegregation; Urban Schools
IDENTIFIERS- *Wisconsin (Milwaukee)

This report presents data for the 1999-2000 school year on 86 of 91 private choice schools in Milwaukee, Wisconsin. These schools enrolled 7,430 of 7,913 Milwaukee Parental Choice Program (MPCP) students. These enrollment data were compared with enrollment data for all 99,990 students in the Milwaukee school system. Religious schools enrolled most (62%) of the low-income choice students, leading to more integration in the MPCP schools than in the system as a whole. Continuing a pattern that preceded the MPCP, nonreligious private schools in Milwaukee were less integrated than Milwaukee's public schools. Adding religious schools to the MPCP, as was done in 1998, has meant more integration in the choice schools. In 1999-2000,

Professional Development; School Libraries; Workshops
IDENTIFIERS- Australia

These proceedings from the fourth National Information Literacy Conference (Decemeber 1999) include the keynote addresses and the papers presented in workshop sessions throughout the conference. Acknowledgements by Irene Doskatsch, conference convener, that precedes the introductory piece by Alan Bundy, "Journey Without End..." is followed by these papers: "Information Literacy and the Foundations for Lifelong Learning" (Denis Ralph); Keynote Address: "What All Librarians Can Learn from Teacher Librarians: Information Literacy a Key Connector for Libraries" (Ken Haycock); Keynote Address: Information Literacy: Concept, Conundrum, and Challenge (Ross Todd); "Teaching Information Literacy Skills to Indigenous Adults" (Joanne Anderson); "The Role of the Library in an Integrated Computer and Information Literacy Program at Swinburne University of Technology" (Julie Badger); "Why Won't They Use Our Library? Implications of a Pilot Study Investigating the Information Seeking Preferences of Secondary School Teachers" (Julia Bale); "Second Thoughts about Information Literacy" (Susan Boyce); "Integrating Information Literacy into the Health Sciences Curriculum: Longitudinal Study of an Information Literacy Program at the University of Wollongong" (Chris Brewer); "Information and Information Technology Use in Undergraduate Legal Education" (Natalie Cuffe and Christine Bruce); "Information Literacy Lessons from EdNA Online" (Jillian Dellit); "Putting It Online: Information Research Skills for Postgraduates" (Anne Douglas and Lynn Murdoch); "Changing the Mindset: Creating Information Literate Engineers" (Anne Draper and Leith Woodall); "Internet Sources for Lifelong Learning: A Model for Incorporating a Web Component into a Course" (Carole Duffill); "The Dream Student...A Case Study of an Information Literacy Model for Higher Education" (Robin Graham and Justine Lester); "Too Easy--"Web-ezy": an Interactive Library Skills Package" (Garry Hall); "Subject Specialist or Information Expert?" (Liz Hartmann and Kerry Matheson); "Improving Information Skills Programs Using Action Research" (Claire Hill); "An Australian Information Literacy Institute Proposal" (Diana Kingston); "Cooperation and Information Skills Resources" (Diana Kingston); "Striking the Right Balance: Information Literacy and Partnerships between Librarian, Lecturer, and Student" (Maureen Nimon); "Getting Information Literacy into the Curriculum: The Ongoing Dilemma, and How To Be Involved When You Are on the Edge" (Graeme Oke and Jenny Cameron); "Information Literacy and Health Science: Developing a Comprehensive and Sustainable Model" (Debbie Orr, Margie Wallin, Leone Hinton); "Profiling an Information Literature Law Firm" (Carmel O'Sullivan); "From Trainers to Educators: Librarians and the Challenge of Change" (Judith Peacock); "Integration of Information Skills into the School Curriculum at Trinity Lutheran College" (Sharon Rushton); "Information Literacy Competency Standards Workshop" (Patricia Iannuzzi); and Panel Session: "What Is the Challenge?" (Ross Todd, Ken Haycock, Carmel O'Sullivan, Linda Langford, Alan Bundy). Contributor profiles, contact information for conference delegates, and the conference program are also included. (AEF)

ED 443 440   IR 057 882

Simmons-Welburn, Janice, Comp.
Changing Roles of Library Professionals. SPEC Kit 256.
PUB DATE- 00
NOTE- 148p.

McClure, Robert; Johnson, Bruce; Jackson, David; Hoff, Jean
Assessing the Constructivist Classroom.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Classroom Environment; *Constructivism (Learning); *Educational Needs; Higher Education; Program Effectiveness; Surveys; *Teacher Education Programs
IDENTIFIERS- *Minnesota

During the 1998-99 academic year, five teacher education institutions participated in the first year of a study to determine the impact of teacher preparation programs on beginning teachers. This collaboration, known as the Teacher Research Network (TRN), met several times during the academic year and the following summer to investigate recent research activities on beginning teachers, to review current scholarly work on the topic, and devise a specific plan of study for the TRN that would consider Minnesota's needs and resources for addressing the issue. The TRN piloted a quantitative instrument developed in the Salish Project entitled the Constructivist Learning Environment Survey (CLES) and a qualitative instrument called the Science Teacher Observation Instrument (STOI), which was developed after considerable investigation into components of the INTASC standards, Minnesota Teacher Preparation Standards, and the effective teaching literature. Two versions of the CLES were developed, entitled CLESS in the modified form, one for the teacher's perspective and another for the student's perspective. The remaining parts of this report describe the developments of the CLESS and the STOI. The CLESS, STOI, and Teacher Observation Form Rubric instruments are appended at the end of this report. (VWC)

ED 443 460 JC 000 481

Crowl, Vaughn; Peisen, Judith; Graff, Sandra
Creating a Learning Community.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College School Cooperation; Community Colleges; *Conference Proceedings; Educational Improvement; *Educational Planning; *Partnerships in Education; Secondary Education; Secondary School Teachers; Two Year Colleges
IDENTIFIERS- *Hagerstown Junior College MD; *Washington County Public Schools MD

This presentation chronicles the development of a professional conference of Maryland's Hagerstown Community College (HCC) faculty and secondary teachers from the Washington County Public School (WCPS) system. The conference began with a vision in the HCC Faculty Assembly, was planned and implemented by a steering committee of faculty and staff from HCC and the secondary discipline supervisors from WCPS, and involved over 1,100 educators in a collaborative program of over 25 discipline-based sessions on the HCC campus. The infrastructure and organization developed for this project will serve as a entrepreneurs in the Vietnamese and Latino communities in Chicago. Westchester Community College's three-month, 100-hour program targeted low-income women in New York who have gone through a divorce, whose spouse has died, or who are financially responsible for their families. (JA)

ED 443 480 JC 000 514

Texas Public Community and Technical Colleges 1999 Statewide Factbook.
PUB DATE- 99
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Educational Finance; Enrollment; *Public Colleges; Remedial Programs; *State Schools; *Statistical Data; *Student Characteristics; Tables (Data); *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Texas

The 1999 Statewide Factbook contains statistical information about Texas public community college and technical colleges. The following sections are included: Enrollment, Remediation, First-Time-in-College (FTIC) Cohort Tracking Analysis, Transfer and Retention, Placement Data, Contact Hours/Semester Credit Hours, Degrees/Certificates Awarded, Faculty and Staff, Financial Data, and Appendix of Explanatory Notes. Enrollment presents the unduplicated number of students enrolled during 1997-98 by type of major, gender, ethnicity, and special populations. Remediation describes FTIC students receiving remediation in fall 1997 by academic majors, technical majors, gender, ethnicity, and full-/part-time status. FTIC Cohort Tracking Analysis explores highest award earned and transfer status (fall 1990 to summer 1996) and fall 1990 full-time FTIC college students by type of major--academic, technical, undeclared, and total. Transfer and Retention reports on FTIC students fall 1998 to spring 1999 by type of major, gender, ethnicity, and full-/part-time status. Placement Data examines placement status of all 1997-98 graduates, academic program graduates, and workforce education program graduates. Contact Hours/Semester Credit Hours looks at all state-funded credit hours by academic year for 1993-94 through 1997-98. Degrees/Certificates Awarded tabularizes numbers awarded by academic years 1994-95 through 1997-98. Faculty and Staff explores ethnicity and gender, years of service, and highest degree/certificate earned for fall 1998. Financial Data tabularizes tax base, collections, and total assessed tax rates, total education and general fund expenditures, and federal financial assistance for Fiscal Year end August 31, 1998. (VWC)

ED 443 481 JC 000 515

Community College Programs and Services for Special Populations and Underrepresented Groups, Fiscal Year 1999.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Community Colleges; Enrollment; *Minority Groups; *Special Needs Students; State Colleges; Two Year Colleges; *Womens Education

IDENTIFIERS- *City College of San Francisco CA

This report is a compilation of data on ESL enrollment by campus, ESL enrollment by zip code, and ESL enrollment by site for the City College of San Francisco's nine campuses. ESL enrollment for credit on Downtown campus increased from 182 in fall 1994 to 290 in fall 1998. Enrollment rate on Chinatown-North Beach campus dropped 59.3%, from 141 to 34 over the same period. Southeast campus had the highest rate of increase for ESL enrollment for noncredit (143.9%). On Alemany campus, ESL enrollment declined 24% for the 94122 zip code area of Sunset. For "noncredit" ESL enrollment at Alemany and Southeast sites, only students attending 8 or more positive attendance hours are included. (JA)

ED 443 501 JC 000 549

Spurling, Steven
Registration Outcomes, Spring 1998 through Fall 1999.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Community Colleges; *Enrollment; Registrars (School); *School Registration; Two Year College Students; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This report examines registration outcomes at the City College of San Francisco (CCSF) by semester and by courses, and posits the long term consequence of an inability to register. Findings from the Office of Research show that at CCSF, between 4,000 and 7,000 students (unduplicated) were unable to enroll in at least one course of their choice in a given semester during the six semester period from spring 1998 through fall 1999. This represents from 18% to 33% of students registering for courses. These students received closed section messages during their attempts to register in one or more sections of the same course. Computer Information Systems (CIS), English, and Math programs were most heavily impacted. While the fall and spring semesters generally turn away a higher number of students, the summer semesters frequently have a higher percentage of impaction. In spring 1998, 5,574 students were unable to enroll in one or more courses. Over the following four semesters, 28% of the spring 1998 cohort (n=5,574) tried to register and were successful in registering for that same course. Students who are unable to enroll, are not successful in their initial courses, or do not receive matriculation services are less likely to continue within a discipline or at CCSF. (JA)

ED 443 502 JC 000 550

Mery, Pamela M.
Campus Profiles Update: Campus Enrollments by Department and School, Fall Terms 1994-1998.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Credit Courses; *Enrollment; *Enrollment Trends; *Noncredit Courses; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This report is a compilation of data on department enrollments by campus, total enrollment by campus, and enrollment by campus and outcomes. Also included are the most recent data from the America Housing Survey, the U.S. Department of Housing and Urban Development (HUD), the National Housing Trust, the U.S. Conference of Mayors, and city and county consolidated plans on the many children growing up in housing that is substandard, unaffordable, or dangerous. Following an executive summary, the report discusses five consequences to children's health of poor housing: asthma and respiratory disease, chronic illness, injuries, lead poisoning, and homelessness. The report also describes how poor housing increases malnutrition among children and undermines their education. The report concludes with these recommendations: (1) increase Section 8 vouchers; (2) protect the existing affordable housing stock; (3) increase the low-income housing tax credit; (4) ensure affordable housing for kids with severe asthma or chronic diseases; and (5) eliminate the shelter deduction cap. (EV)

ED 443 521 PS 028 650

O'Connor, Pat
Parents Supporting Parents: An Evaluative Report on the National Parent Support Programme Mid-West.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 99
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Rearing; *Family Programs; Foreign Countries; *Home Visits; Mother Attitudes; *Mothers; *Parent Child Relationship; *Parent Education; *Parents; Program Descriptions; Program Evaluation
IDENTIFIERS- *Family Support; Ireland

Dramatic increases in single parenthood and the number of employed mothers have led to the articulation of policies and programs designed to strengthen the family in Ireland. This report examines the experience of Community Mothers' Programme in Limerick City. Based on the assumption that the understanding, advice, and support of an experienced mother can enhance a new mother's ability to care for and enjoy her child and thereby enhance child developmental outcomes, the program provides up to 13 visits to a new mother in her home by an experienced mother who had received training focusing on listening skills, on encouraging positive self-esteem, and on providing information regarding local services. The report outlines the establishment of the program on a pilot basis, explores the context within which the program was provided, discusses its effect on recipients and providers, and makes suggestions for improving program operation. Also noted are evaluation findings indicating that for both providers and recipients, the program had a very positive effect, especially with regard to the way recipients handled their children and their knowledge about what was going on within the community. Although all the recipients were satisfied with the program, they were in favor of more frequent visits. Providers identified difficulties in communicating the program's purposes. (Contains 50 references.) (KB)

ED 443 522 PS 028 653

Craven, Rhonda G.; McInerney, Valentina; Marsh, Herbert W.
The Structure and Development of Young Children's Self-Concepts and Relation to Academic Achievement.

(055)
DESCRIPTORS- Child Health; *Children; Childrens Art; Creative Art; Emergent Literacy; Individual Development; *Learning Activities; Mathematics Activities; *Parent Child Relationship; Parent Materials; Parent School Relationship; *Parents as Teachers; Physical Development; Primary Education; Science Activities; Social Development; Social Studies
IDENTIFIERS- Family Activities; Work Sampling System (Meisels)

Noting that parents have the opportunity to help their children build a strong foundation for learning, this book shows parents of 6- to 8-year-olds how to make learning and discovery fun while developing positive learning attributes and building a bridge between home and school. The book contains 600 creative and low-cost activities, based on the Work Sampling System, that build learning easily into everyday life. The book is divided into three major sections, one for each year. Each section covers the full range of knowledge and skills children need to succeed in school: mathematics, science, social studies, language and literacy, the arts, social skills, and physical development. Following a discussion of what a child at each age should be learning, the section labeled "From School to Home" tells how a teacher might help a child learn about a particular area and how a child might demonstrate this learning at home. The "It's Your Turn" section details dozens of age-specific activities and ideas for parents to use. All the activities involve simple materials or experiences that come directly from home, family, or neighborhood. (KB)

ED 443 540 PS 028 700

Head Start Program Regulations and Program Guidance for Parts 1304 and 1308. Revised.
PUB DATE- 99
NOTE- 333p.; For previous edition, see ED 426 807. Cover reads, "Head Start Program Performance Standards and Other Regulations (45 CFR Parts 1301, 1302, 1303, 1304 and Guidance, 1305, 1306, 1308 and Guidance, 1309 and 1311)."
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Regulation; Preschool Education; Program Guides; *Standards
IDENTIFIERS- Early Head Start; *Head Start Program Performance Standards; *Project Head Start

Head Start and Early Head Start are comprehensive child development programs providing services to children from birth to age 5, pregnant women, and their families. The Head Start Program Performance Standards, mandatory regulations that grantees and delegate agencies must implement in order to operate a Head Start program, are designed to ensure that Head Start goals and objectives are met. This document contains Parts 1301 through 1306, 1308, 1309, and 1311 of the standards, and also includes guidance materials for Parts 1304 and 1308. Sections detailing Part 1304 cover: (1) general standards (purpose and scope, effective date, definitions); (2) early childhood development and health services (child health and developmental services, education and early childhood development, child health and safety, child nutrition, child mental health); (3) family and community partnerships; (4) program design and management (program governance; management systems and procedures; human resources management; facilities, materials, and equipment); and (5) implementation and enforcement (deficiencies and quality improvement plans, noncompliance). Sections detailing Part 1308 cover: (1) general checklists, attendance records, and unit reading test scores. The findings of the post-intervention data illustrated that implementing the theory of multiple intelligences had a positive effect on the targeted classrooms. There were decreases in missed reading assignments for two sites, and an increase for one site. Students revealed positive attitudes toward themselves and their school. Students' reading scores increased moderately from first to second quarter. Participating teachers concluded that cooperative learning and engaged learning were used together to successfully increase student motivation and achievement. (Eleven appendices include data collection instruments and sample lesson plans. Contains 23 references.) (KB)

ED 443 560 PS 028 721

McGlynn, Claire
A Case Study of the Impact of Post Primary Integrated Education on Past Pupils in Northern Ireland.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Catholics; *Cultural Pluralism; Diversity (Student); Followup Studies; Foreign Countries; Protestants; Religious Conflict; Religious Cultural Groups; Religious Differences; *Religious Factors; *School Desegregation; Secondary Education; *Student Attitudes
IDENTIFIERS- Identity Formation; Identity (Psychological); Northern Ireland

Since the early 1980s, efforts have increased to educate Catholic and Protestant students together in Northern Ireland. This case study examined the impact of mixed Protestant and Catholic education on former students' respect for diversity, friendship patterns, and their own religious, political, and cultural identity. A case study approach was used to examine two integrated post-primary schools established in 1981 and 1985, with questionnaires sent to past pupils and semi-structured focus group interviews conducted as a follow-up. This report focuses on the questionnaire results. The majority of individuals in the sample of 112 had attended the integrated post-primary school for at least 5 years. The findings revealed that nearly all respondents felt that attending an integrated school had made a significant impact on their lives. Thirty-three percent perceived that their religious or political identity had changed due to their experiences at the integrated school, resulting in greater respect for diversity. About 60 percent maintained that they were more tolerant as a result. One third of the sample had a partner of a different religious persuasion. Although 41 percent were optimistic about the potential of a Northern Ireland Assembly, 33 percent were pessimistic. There was consensus that integrated schooling was the best way to promote community tolerance. (Contains 30 references.) (KB)

ED 443 561 PS 028 722

Ispa, Jean; Sharp, Elizabeth; Brookes, Sheila; Wolfenstein, Miriam; Thornburg, Kathy; Fine, Mark; Lane, Valeri
Mother and Home Visitor Personality Characteristics, the Mother-

PUB DATE- 00
NOTE- 13p.; Paper presented at the National Head Start Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Needs; Early Childhood Education; Family Needs; Higher Education; *Information Dissemination; Models; Policy Analysis; Public Policy; *Research and Development; Theory Practice Relationship; *Universities; Well Being

The Child, Youth, and Family Consortium at the University of Minnesota was convened to help policymakers develop relevant public policy that is well-grounded in research and theory. The Consortium has the mission of bringing together varied competencies of the University and vital resources of Minnesota's communities to enhance the ability of individuals and organizations to address health, education, and social policy concerns in ways that improve the well-being of Minnesota children, youth, and families. This paper presents background information on the Consortium and its mission, and a pilot model for information dissemination. The paper further describes some of the Consortium's activities as well as challenges encountered. The paper highlights the Consortium's activities, including facilitating connections with intercollegiate centers and departments conducting work in early childhood, working with community groups, and formalizing their relationship with the state department of education. It is noted that the Consortium takes a two-pronged approach to policy education: reactive work occurs during the legislative session, during which a field policy educator provides information, recommends names of expert witnesses, and builds relationships with key legislators; proactive work includes hosting joint policy forums, supporting University-site efforts at generating policy-relevant information, working with the Consortium Advisory Council, and developing the Web site. The paper then outlines challenges facing the Consortium, including maintaining a balance between reactive and proactive work, and balancing the varied interests of the partners and the Consortium. The paper concludes by asserting that the collaborative model of disseminating policy-relevant information to state and local policymakers is effective and that the Consortium is now recognized as a conduit to the University and a reliable source of information. (KB)

ED 443 580 PS 028 743

Curenton, Stephanie M.; Wilson, Melvin N.; Lillard, Angeline S.
The Role of Narratives in Low-Income, Black Children's False Belief Performance.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Youth; *Cognitive Development; *Cultural Differences; Low Income Groups; Performance Factors; *Preschool Children; Preschool Education; Racial Differences; Story Telling; Whites
IDENTIFIERS- *False Beliefs; *Narrative Text; Project Head Start; Theory of Mind

Goffin, Stacie G.
The Role of Curriculum Models in Early Childhood Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Child Development; *Curriculum Design; Curriculum Development; *Curriculum Evaluation; Developmentally Appropriate Practices; Educational Quality; *Models; *Preschool Curriculum; *Preschool Education; Reggio Emilia Approach
IDENTIFIERS- ERIC Digests

The term curriculum model refers to a conceptual framework and organizational structure for decision making about educational priorities, administrative policies, instructional methods, and evaluation criteria. This digest discusses the role of curriculum models in early childhood education. Following a discussion of the origin of early childhood education curriculum models, the digest presents an overview of curriculum models, noting that theories of child development have served as the foundation for curriculum model development. The digest notes that comparisons of models focus on the extent the programs experienced by children differ from each other and on whether some programs are better than others in producing desired outcomes. The digest touches on the findings of comparative evaluations, noting that the research suggests that early childhood curriculum models do affect child outcomes and that there may be potentially negative consequences associated with highly structured, academic preschool programs. The digest concludes with a discussion of whether curriculum models improve program quality or whether they lower expectations for early childhood educators and diminish the professional responsibilities of early childhood teachers. (LPP)

ED 443 598 PS 028 788

Wasik, Barbara Hanna; Herrmann, Suzannah; Berry, Randi Strosberg; Dobbins, Dionne R.; Schimizzi, Anita M.; Smith, Tara K.; Herman, Phillip
Family Literacy: An Annotated Bibliography.
SPONS. AGENCY- National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Definitions; Early Childhood Education; Emergent Literacy; Family Environment; *Family Literacy; Intergenerational Programs; *Literacy; *Literacy Education; Models; Program Development; Program Evaluation

Among the reasons for growth in family literacy programs are the expansion of knowledge about how children learn, the need to involve parents and families more directly in programs for young children, and evidence supporting the relationship between parental education levels and children's school success. Intergenerational literacy programs are seen as addressing many of these concerns. This annotated bibliography notes in the margins. A final section lists the names of the participating children, their farms, their schools, and their teachers, and briefly describes the work of Save the Children (UK) in Zimbabwe. (Contains photographs and children's illustrations.) (SV)

ED 443 616 RC 022 476

Auret, Di; McIvor, Chris; Chifunyise, Tisa; McCartney, Irene
"We Learn with Hope": Issues in Education on Commercial Farms in Zimbabwe.
PUB DATE- 00
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adolescent Attitudes; Agricultural Laborers; *Educational Attitudes; *Educational Needs; *Educational Quality; Elementary Education; Foreign Countries; Parent Attitudes; Participatory Research; *Relevance (Education); *Rural Education; Rural Schools; Rural Youth; Teacher Attitudes
IDENTIFIERS- Save the Children Fund; *Zimbabwe

Although Zimbabwe has shown a strong commitment to improving educational access and quality, overall enrollment figures conceal major regional disparities and the lack of education and services in marginalized communities. One neglected sector of the population is the commercial farmworker community, currently comprising about two million hired farmworkers and their families. The limited information about schooling on commercial farms, particularly the lack of clarity about the relevance and quality of education, prompted Save the Children Fund (SCF) to undertake a participatory research project on 27 farms in Mashonaland Central in late 1998. Over 2,000 children took part in a participatory rural appraisal (PRA), with 1,072 children aged 12-16 participating in discussions and exercises. Results were followed up in focus group discussions with students, teachers, and parents on three farms. This publication consists of six main sections. Sections 1 and 2 present an overview of commercial farms in Zimbabwe and their schools; the social, political, and economic conditions in which farmworkers live; and the rationale and methodology of participatory research. Section 3 focuses on the children's findings and the reasons they either do not go to school or drop out. Section 4 explores parents' and teachers' viewpoints and differences in attitudes among parents, teachers, and students. Sections 5 and 6 detail the issues of quality of education and relevance of the curriculum and present interviews with a headmaster, a health worker, a farmer's wife, and an SCF project officer. Recommendations are offered to the government and nongovernmental organizations. An appendix details PRA methodology. (Contains 17 references.) (SV)

ED 443 617 RC 022 477

Auret, Diana
From Bus Stop to Farm Village: The Farm Worker Programme in Zimbabwe.
PUB DATE- 00
NOTE- 143p.; Funding provided by AUSAID (Australian High Commission). Foreword by Chris McIvor.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)

temperature. Hyponatremia often occurs after the strenuous activity has ceased, while heat exhaustion and heat stroke occur during the activity. Knowledge of patient activity level and duration, food and water intake, medical history, and medications are extremely important. Treatment of hyponatremia in the wilderness includes rest, maintaining a stable core body temperature, withholding fluids, and increasing sodium intake (in conscious patients). Two charts present an algorithm for the assessment of heat illnesses and a comparison of symptoms for heat exhaustion, heat stroke, and hyponatremia. (Contains 11 references.) (TD)

ED 443 634 RC 022 537

Poff, Raymond
Outdoor Programs On-Line: Creating a Link with Participants, Staff and Community.
PUB DATE- 99
NOTE- 7p.; In: Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, WY, November 1-6, 1999); see RC 022 528.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; Higher Education; Information Networks; *Marketing; *Outdoor Education; *Planning; *Professional Development; Program Development; *World Wide Web
IDENTIFIERS- Outdoor Recreation; *Web Sites

As use of the Internet and the World Wide Web increases, patrons expect that organizations will utilize the technology, and outdoor programs can benefit from doing so. Web sites can be thought of as miniature information booths containing information an agency wants to make available to the public. Outdoor programs can use the Web for many tasks, including: 1) planning and trip facilitation (maps, estimates of mileage, route selection, driving time, weather and environmental conditions such as river flows, emergency care facilities in the vicinity of the trip, and permit regulations and fee information); 2) facilitating communication among staff members through combined use of e-mail and an organizational Web site; 3) providing information to participants such as contact information, lists of things to bring, and answers to frequently asked questions; 4) providing program information to the community such as hours of operation, location of the program, policies for renting equipment, signing up for trips, getting refunds, and posting the program catalog; and 5) sharing resource information through links to other recreation areas, reference sites, instructional sites, and equipment manufacturers. Two Web sites of university outdoor programs are briefly described. (TD)

ED 443 635 RC 022 538

Beiser, Mike
Obtaining Institutional Access to Federal Lands.
PUB DATE- 99
NOTE- 5p.; In: Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, WY, November 1-6, 1999); see RC 022 528.

*Functional Literacy; Human Capital; *Income; Poverty; Rural Urban Differences; Sex Differences
IDENTIFIERS- *Ghana

This paper analyzes the determinants of literacy and earnings in Ghana. Introductory sections discuss developments in literacy in the United States and Great Britain, literacy rates in developing countries, worldwide increases in literacy, literature on the determinants of literacy, aspects of the Ghanaian economy and educational spending, and the human capital framework for analyzing the relationship between education as investment and income as return on investment. Analysis of two household surveys in Ghana found that literacy and age were negatively correlated, suggesting that efforts in recent years to expand and improve basic education programs have been successful in raising adult literacy rates. Females were less literate than males, controlling for other factors. Literacy was positively associated with parents' education and negatively related to distance to the nearest primary school, residence in a rural area, and poverty. Income was related to age and male gender, but not to education. Functional literacy appears to be a prerequisite for entering the labor market, which may partly explain the lack of return to education other than middle school and technical/professional training. Basic education and literacy programs should target females and poorer households, especially in rural areas. (Contains 22 references.) (SV)

ED 443 653 RC 022 579

Leemon, Drew, Ed.; Schimelpfenig, Tod, Ed.; Gray, Sky, Ed.; Tarter, Shana, Ed.; Williamson, Jed, Ed.
Adventure Program Risk Management Report: 1998 Edition. Narratives and Data from 1991-1997.
PUB DATE- 98
NOTE- 77p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accident Prevention; *Accidents; Adventure Education; Data Collection; Databases; *Etiology; *Injuries; *Outdoor Activities; *Risk Management; Safety; Wilderness
IDENTIFIERS- *Incident Reporting

The Wilderness Risk Managers Committee (WRMC), a consortium of outdoor schools and organizations, works toward better understanding and management of risks in the wilderness. Among other activities, the WRMC gathers data on incidents and accidents from member organizations and other wilderness-based programs. This book compiles incident data for 1991-97, but most incidents occurred in 1995-97. Section 1 defines terms and provides a theoretical foundation for understanding how accidents happen. "Teaching Safety Awareness" (Tod Schimelpfenig) distinguishes among accident causes and recommends looking at every actual or potential incident as a combination of human and environmental factors. Hazards are listed in the categories of the supervisor, the executive, support staff, governance bodies, client/student admissions, equipment, and educational practices. Section 2 presents database profiles of total hours spent in each program activity, numbers of injuries and illnesses, primary causes of injuries, and injury rates by activity. Section 3 contains narratives of near-miss incidents, or close calls, where safety was compromised but no injury occurred. Narratives include

ED 443 681 SE 063 743

Rye, James A.; Priselac, Nancy; Bardwell, Jenny
Connecting Science, Mathematics, and Human Health: Applications of the Graphing Calculator in Teacher Professional Development and Student Academic Enrichment.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Analysis; Elementary Secondary Education; Faculty; *Graphing Calculators; Graphs; Higher Education; Human Body; Instructional Materials; *Integrated Activities; Mathematics Education; *Nutrition; *Science Experiments; Scientific Methodology; Teacher Education

The Health Sciences and Technology Academy (HSTA), administered through West Virginia University, provides professional development to science teachers who partner with higher education faculty in a science and math enrichment program for financially disadvantaged African American students. This program focuses on human nutrition and has incorporated the use of graphing calculators. This paper describes the application of graphing calculators to several sample human nutrition data sets. (Contains 11 references.) The calculators facilitate understandings about experimental design and other cross-disciplinary concepts and how science and math connect to human health. This project provides one context for secondary teachers and teacher educators to collaborate towards integrating science and math instruction. (WRM)

ED 443 682 SE 063 757

Cavaluzzi, Christina
Intellectual Discussion in Mathematics.
PUB DATE- 98
NOTE- 29p.; Paper presented at the National Communication Association Conference (New York, NY, November 20-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Interpersonal Communication; *Interprofessional Relationship; *Mathematicians; Organizational Communication; *Seminars
IDENTIFIERS- *Mathematical Communication

In an attempt to unearth the characteristic communication practices of mathematical seminars, the perceptions and beliefs about them held by regular attendees, and the normative ideals about communication in the mathematics community, this paper considers how communication in math is an integral part of how mathematicians do their work. Responding to Karen Tracy's study of intellectual discussion "Colloquium: Dilemmas of Academic Discourse", the paper argues that the construction of "equality through expertise" is the major belief affecting seminar practices and discussion in mathematics. This belief contributes to a portrait of the math world and the academy in general. Examining mathematical seminars, thus, expands notions about intellectual discussion in the academy and challenges notions about the dichotomy between the cognitive sciences and the social sciences. The math community's definitions of interplay of equality and expertise are developed. Briefly describing the role of seminars in mathematics generally and at

Reengineering Electrical Engineering Undergraduate Laboratories at Escola Politecnica, University of Sao Paulo.
PUB DATE- 98
NOTE- 9p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998). Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Computer Uses in Education; *Electricity; *Engineering Education; Foreign Countries; Higher Education; Instruction; Laboratory Experiments; *Undergraduate Study
IDENTIFIERS- Brazil; Electrical Engineering

Brazilian engineering schools are under a strict program to reengineer their courses with the financial support of the federal agencies. At the electronic engineering department at the University of Sao Paulo, this process started by modifying the Basic Electricity and Electronic Laboratories. This paper describes the new structure of these labs and the approaches taken in order to improve experimental engineering courses. After one year, various benefits resulting from these actions could already be observed: higher level reports, higher marks, less failures, and, above all, a great enthusiasm and interest that the new equipment and methodologies have risen in our students. (Author/YDS)

ED 443 705 SE 063 887

Shults, Patricia Ann
Teaching First Grade Computation: A Comparison of Traditional Instruction and Computer Enhanced Instruction.
PUB DATE- 00
NOTE- 47p.; Master of Arts Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Computation; Computer Software; *Computer Uses in Education; Grade 1; *Learning Theories; Mathematics Instruction; Piagetian Theory; Primary Education; Teaching Methods
IDENTIFIERS- *Piaget (Jean)

A first grade teacher in a rural elementary school in upper East Tennessee observed that her students needed a better way to improve their computation skills than those of traditional instructional methods. The school system's new Mathematics textbook was correlated with commercial Mathematics software. The teacher wanted to find out if using this software to enhance traditional instruction would make a significant difference in the students' computation skills. The psychologist, Jean Piaget saw children as active learners and viewed them as constructors of their own knowledge. He stressed that learning should be meaningful to the learner. According to Piaget, children from ages two to seven are in the preoperational period. In this period, students can manipulate symbols and recognize numerals as symbols for numbers of objects. Teachers should incorporate developmentally appropriate practices that instruct children in a meaningful way. Students should be actively involved in the learning. Developmentally appropriate practices should stimulate intellectual growth by stressing physical manipulation of references.) (YDS)

ED 443 727   SE 063 960

Brown, Pamela J.; Kreisman, Michele Booth; Noble, Audrey J.
What Students Have To Say About Mathematics: Education Reform & Students' Reality.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Mathematics Education; *Self Efficacy; *Student Attitudes; Student Surveys; *Teaching Methods

This study was conducted to explore the views of the absentee partner by examining students' perspectives of education reform, specifically with regard to their experience with instruction in a school district committed to K-12 mathematics reform. Survey data for this study were drawn from the responses of 1,176 elementary and secondary education students on a locally-developed mathematics attitude survey. Academic self-efficacy was examined in light of the instructional strategies reported by students to be used most frequently in classrooms. While there are several significant relationships between self-efficacy and the instructional strategies used in the classroom, students' grade levels are strongly related to their levels of academic self-efficacy and the presence of reform-inspired instructional strategies. (Contains 15 references.) (ASK)

ED 443 728   SE 063 994

Borges, Mario Neto; Vittori, Karla; Nabak, Marcelo; Lewis, Michael
Intelligent Course Structure--A Framework for Improving the Pedagogical Approach in Engineering Education.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; Educational Change; *Educational Improvement; *Educational Needs; *Engineering Education; Higher Education; Instructional Effectiveness; Professional Development

This paper outlines the role that an innovative technology can play in assisting course designers in the development of new curricula aimed at engineering degree courses. A Knowledge Based System (KBS) which embodies expertise in course design is described. The KBS described gives advice on curriculum development concepts, principles, and techniques rather than specific course content. Tests have shown that this KBS has particular relevance to those course designers who have content experience but lack curriculum design expertise. (Author/WRM)

ED 443 729   SE 064 004

Medina, Afonso Celso; Gerson, Helena B. P.; Sorby, Sheryl A.
Identifying Gender Differences in the 3-D Visualization Skills of Engineering Students in Brazil and in the United States.

material to teach elementary school students about the issue of landmines, including the problems, the politics, and the solutions. The unit helps students learn how to study current issues and how to voice their concerns about issues that involve real people and require real solutions. The unit's assessment is an accumulation of three activities, each designed to further student learning. Students complete a "Landmine Mini-Topic" presentation to demonstrate a basic understanding of an issue involving or relating to landmines; write a persuasive letter to a public official or an editor of a publication and design a poster about the landmines issue; and develop and deliver a persuasive speech. Seven handouts offer information about landmines, directions for projects, and discussion questions. Appendixes contain a list of non-governmental and international organizations and informational resources. (BT)

ED 443 752 SO 031 656

Johnson, Jacquelyn S.
Landmines: The Hidden Crisis. For Middle School Grades.
SPONS. AGENCY- Department of State, Washington, DC.
PUB DATE- 99
NOTE- 81p.; Cover page reads: Landmines: Exploring the Hidden Crisis. A Standards Based Curriculum Unit for the Middle Grades. For a unit for elementary grades, see SO 031 655; for a related unit for secondary grades, see SO 031 657. Comic book not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Childrens Rights; Foreign Countries; *International Relations; Middle Schools; National Standards; Persuasive Discourse; *Physical Environment; Social Studies; *War
IDENTIFIERS- *Global Issues; *Landmines; National Geography Standards; Victims of War

Intended to make the issue of landmines pertinent and accessible to classroom teachers, this curriculum unit provides material to teach middle school students about the numbers and dangers of anti-personnel landmines placed around the world. By completing the unit, students demonstrate their achievement of several of the social studies standards developed for middle school students in civics and geography. It is suggested that students participate in several pre-assessment activities in preparation for essay writing. Activity 1 is designed to access background information students may have on the landmine crisis, while activity 2 requires students to develop two world maps using data from official U.S. reports. Activity 3 teaches about ongoing U.S.-supported mine awareness education programs in mine-affected nations, while in activity 4 students brainstorm and create a graphic organizer on the various effects the presence of landmines has on the social, economic, geographic, and political spheres of mine-affected nations. The unit provides the teacher with strategies and tips for the actual assessment, as well as 10 handouts for students with relevant information. Appendixes contain a glossary, a list of non-governmental and international organizations, and informational resources. A comic book featuring Superman and Wonder Woman entitled "The Hidden Killer" accompanies the unit. (BT)

ED 443 753 SO 031 657

Fleener, M. Jayne
Dewey's Logic and Social Autopoiesis: Creative Forces for/of Social (R)evolution.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Philosophy; Higher Education; *Inquiry; Logical Thinking; *Social Change
IDENTIFIERS- *Autopoiesis; Complex Adaptive Systems; *Dewey (John); Discourse; Theoretical Orientation

This paper discusses how John Dewey's logic in his theory of inquiry can inform and perhaps guide efforts to re-form education and to allow the creative forces of emergence to affect and create adaptive social systems as learning organizations. The paper contends that Dewey's naturalistic theory of experience predated yet anticipated the discourses of complex adaptive systems (CAS) theories (Maturana, 1980) and social autopoiesis (Luhmann, 1995). It finds that these varying perspectives can be engaged dialectically to provide insights into school re-form and (r)evolution. Visions of schooling must proceed from the multiple discourses of postmodern meaning rather than the mechanistic perspectives of production models. Contains 3 figures and 23 references. (BT)

ED 443 774 SO 031 989

Dawidowicz, Paula Marie
The Impact of Cultural Diversification on Education in a Closed Culture.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Diversity (Student); *Educational Environment; Educational Research; Elementary Secondary Education; Ethnography; Interviews; Population Trends; *Public Schools; Religious Cultural Groups; *Student Behavior
IDENTIFIERS- Character Education; *Cultural Change; Educational Issues; Mormons; State Issues; *Utah

During the past 20 years, several of Utah's more populous areas have developed large, immigrant, non-Mormon populations. A study examined the effects over these years of the challenges caused by such cultural diversification on Utah's previously closed educational environment. Challenges were identified specifically by examining changes in communication, conflict, and character education and behaviors during that period. Following a detailed literature review, a triangulated ethnographic study was developed. Both statewide data and data from two diversified areas and two undiversified areas were examined to allow generalizability and to identify more effectively diversity-caused changes. Government and local education data were reviewed, along with useful archival professional community. Both case studies and a cross-case analysis were carried out. Findings indicate that teachers valued professional development that was directly relevant to their practice. However, many teachers tended to look to experts outside their workplace to fill this need, often with disappointing results. Findings suggest that the transmission model of professional development is often incongruent with adult learning principles and antithetical to building the conditions of shared purpose, infrastructure, and domains for action that enable schools to become effective learning organizations. (Contains 101 references.) (Author/SM)

ED 443 794   SP 039 350

Healthy People 2010: Understanding and Improving Health.
PUB DATE- 00
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disease Control; Environmental Influences; *Health Promotion; Injuries; Mental Health; Obesity; Physical Activities; Physical Activity Level; Physical Fitness; Sexuality; Substance Abuse; Tobacco; Violence
IDENTIFIERS- Access to Health Care; Vaccination

This publication presents 10-year health objectives for the nation, reflecting the scientific advances that have occurred in the past 20 years in preventive medicine, disease surveillance, vaccine and therapeutic development, and information technology. It incorporates information from a broad cross-section of scientific experts. The publication includes 467 objectives in 28 focus areas. An "Introduction" discusses "The History Behind the Healthy People 2010 Initiative"; "The Way Healthy People 2010 Goals and Objectives Were Developed"; "The Central Goals of Healthy People 2010"; "The Relationship Between Individual and Community Health"; "How Healthy People 2010 Will Improve the Nation's Health"; "The Key Role of Community Partnerships"; "Everyone Can Help Achieve the Healthy People 2010 Objectives"; and "Other Information Is Available about Healthy People 2010." Section 1, "A Systematic Approach to Health Improvement," discusses "Healthy People 2010 Goals," "Objectives," "Determinants of Health Status," and "Health Status." Section 2, "Leading Health Indicators," focuses on "Physical Activity"; "Overweight and Obesity"; "Tobacco Use"; "Substance Abuse"; "Responsible Sexual Behavior"; "Mental Health"; "Injury and Violence"; "Environmental Quality"; "Immunization"; and "Access to Health Care." A bibliography includes related references. An appendix presents short titles for Healthy People 2010 Objectives. (SM)

ED 443 795   SP 039 351

Healthy People 2010: Conference Edition, Volume I and Volume II.
PUB DATE- 00
NOTE- 1196p.; Volume I includes: Understanding and Improving Health and Objectives for Improving Health (Part A). Volume II includes Objectives for Improving Health and Tracking Healthy People 2010 (Part B).
LANGUAGE- English
EDRS Price- MF09/PC48 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Student Engagement and Attitudes in English Literature" (Lori Lloyd); "A Study of Academic Motivation of High School Students" (Amy Marchell); "Classroom Culture and Psychosocial Environment" (Katherine Martin); "Gender Dynamics in the Classroom: A Study on the Effects of Single-Gender and Mixed-Gender Groups on Student Achievement and Attitude" (Maureen C. Miller); "Division of Fractions: Procedural versus Conceptual Knowledge" (Laura M. Nagle); "High School Coaching and College Academic Success" (DaLawn Parrish); "Technology in the Foreign Language Classroom: How Do Teachers Use It to Enhance Instruction?" (Allison R. Pratt); "Student Engagement in the Secondary Science Laboratory" (Jared M. Rashford); "Student Attitudes towards Using the Internet in Class as a Function of Class Time Spent On-Line" (Michael Riley); "Teaching Methods: Seminar versus Lecture" (Benjamin E. Sankey); "Female Science Students: A New Perspective" (Geoffrey C. Stewart); "Dialect Bias in Questioning Styles in the Standard English Classroom" (C. Lyn Strickland); "The Teaching of Evolution in North Carolina: A Study of Teacher Beliefs and Curriculum Decision-Making" (Kira Taylor); "Assigning Good Writing" (Emily M. Tierney); "Encouraging Social Action among High School Students" (Robb Warfield); "Standard English, Grammar, and Writing: Case Studies of Three Teachers" (Peter Wilbur); "Relationship of Musical Experiences and Mathematics Achievement" (David Williams); and "Why Do Students Misbehave in the Classroom?" (Brian Wolverton). (SM)

ED 443 815 SP 039 373

Farkas, Steve; Johnson, Jean; Foleno, Tony
A Sense of Calling: Who Teaches and Why. A Report from Public Agenda.
SPONS. AGENCY- Thomas B. Fordham Foundation, Washington, DC.; Open Society Inst., New York, NY.
PUB DATE- 00
NOTE- 56p.; Produced with Ann Duffett and Patrick Foley.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Beginning Teachers; *Career Choice; College Graduates; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Principals; Superintendents; Teacher Attitudes; Teacher Certification; Teacher Salaries; Teaching Conditions; *Teaching (Occupation)

This report discusses why new teachers enter the profession and what they think of it now that they are teaching. It also examines the perspectives of young college graduates in other professions and captures the observations of school superintendents and principals. Researchers conducted telephone interviews with members of each group and focus groups with beginning teachers and college graduates. Results indicated that beginning teachers were motivated, committed, and doing what they wanted to do. Low salaries kept some people out of teaching, though incentives other than salaries actually attracted people to the profession. Teachers wanted smaller classes and more administrative and parental support. Almost one in five young graduates in other fields expressed real interest in teaching, and it was not low salaries keeping them away but rather the worry that they could not make a difference. Teachers believed that good teaching comes from what happens daily in the classroom, not from the pages of a book. Six chapters discuss: (1) "Are New Teachers Demoralized and Uncommitted?" (2) "Are Talented Young People Avoiding the

ED 443 833   TM 031 315

Camburn, Eric; Correnti, Richard; Taylor, James
Using Qualitative Techniques To Assess the Validity of Teachers' Responses to Survey Items.
SPONS. AGENCY- Department of Education, Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Interviews; Language Arts; Mathematics; *Protocol Analysis; *Qualitative Research; Research Methodology; *Responses; *Teacher Surveys; *Teachers; *Validity

This paper presents the results of qualitative analyses that were designed to assess the validity of teachers' responses to items that measure topic coverage in mathematics and language arts. Using data from 12 "think-aloud" interviews and drawing on psychological theory about how respondents answer survey items, this research explored a number of ways that qualitative techniques can be used to diagnose and improve survey instruments in educational research. Twelve elementary school teachers in a midwestern U.S. city participated. Teachers were asked to report the mathematics and language topics they taught in a single day (unprompted report) and to chose the topics they had taught from a topic list. The contextual information teachers used in reporting topic coverage and teachers' understanding of reading topics were studied through the think-aloud interviews. Results suggest that teachers rely on a rich set of contextual information when recalling what they covered. Presenting teachers with the stimulus of a topic list triggered thoughts of content, whereas the open-ended nature of the unprompted report triggered the recall of other types of information. Results also show that teachers' understanding of the topics in topic lists cannot be taken for granted. Appendixes contain the reading and mathematics topic lists and an analysis of each teacher's understanding of two reading topics. (SLD)

ED 443 834   TM 031 316

Onwuegbuzie, Anthony J.
Integration of the Rival Hypotheses Tool into Research Methodology Courses: Issues and Strategies To Support Its Use and Sustainability.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comprehension; *Hypothesis Testing; *Research Methodology; *Validity; *World Wide Web

This paper provides a rationale for using and sustaining rival hypotheses Web-based tools to promote students' understanding of the concepts of internal and external validity. Five major their projects: (1) participation in university-generated research; (2) school-site generated research; (3) mentor teacher/student research; and (4) personal, individualized professional development research. The research groups established as part of the research methods course help the students develop communities of practice, as does dialogue among researchers in schools and universities. One of the issues that must be investigated in relation to the master's project is that of identifying and then fostering the skills and attitudes practitioners need. Another issue in need of exploration is that of promoting transfer, increasing the likelihood that graduates will retain their commitment to rigorous inquiry. The self-study efforts so far have helped the university begin to answer questions about its master's project for prospective teachers. (Contains 28 references.) (SLD)

ED 443 855   TM 031 500

Smagorinsky, Peter; Cook, Leslie Susan; Fry, Pamela; Jackson, Alecia; Konopak, Bonnie; Moore, Cynthia; O'Donnell-Allen, Cindy
An Analysis of University/School Alignment during Student Teaching.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *Cooperating Teachers; *Educational Theories; Elementary Education; Higher Education; *Student Teachers; Student Teaching; *Teacher Education
IDENTIFIERS- *Curriculum Alignment

This paper describes research that is part of an effort to understand the transition made when teacher education students leave university programs and enter the workforce. The emphasis in this study was on the alignment between the pre-service teacher's university preparation and the actual work of student teaching. The theoretical framework for this research was taken from activity theory. The case study of a pre-service elementary school teacher as she worked under the guidance of a cooperating teacher in a third grade class is presented. The student teacher's pre-service program emphasized a constructivist approach to learning, but in the classroom, her efforts to use the conceptual tool of constructivism and the practical tools under its umbrella were discouraged by the guidance she received. The substantial misalignment between the values of her pre-service program and those of her student teaching setting made her wonder if she would become the traditional teacher she had been taught to critique. From the perspective of activity theory, the researchers note that a strong misalignment can have consequences for teachers' early career identity as conceptions of teaching must be accommodated to techniques they have been taught to consider ineffective or even detrimental to children. (SLD)

ED 443 856   TM 031 501

Ediger, Marlow
Assessment and Stability in the Midst of Accelerated Change.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English

Shepherd 1994; J. Impara, 1997) have called into question the ability of the judges to make accurate item performance estimates for the target subgroups of candidates, such as minimally competent candidates (MCCs). The purpose of this study was to examine the validity of the judges' estimates of MCC performance that are used to determine a minimum passing score in a standard setting study context. Results from the operational standard setting workshops for a certification program in financial management that used 29 judges in 1996 and 30 in 1997 provide evidence that item performance estimates were valid. Factors that might have influenced this high degree of validity in the item performance estimates in the standard setting study are discussed. (Contains 10 references.) (SLD)

ED 443 876   TM 031 521

Hansen, Joe B.
Student Performance and Student Growth as Measures of Success: An Evaluator's Perspective.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Evaluation Methods; *Evaluators; Measurement Techniques; Standards; *Student Evaluation
IDENTIFIERS- *Cherry Creek School District CO

Measuring the academic achievement of students at the extremes of a grade level distribution accurately poses challenges that may be compounded if a single-level assessment is used for each grade level. Multiple level of achievement measures, such as the Achievement Level Tests (ALT), can help overcome these challenges by increasing the accuracy of the obtained achievement estimate. ALTs provide increased accuracy by providing a measure that centers the score distribution around the student's knowledge level and by providing more items that are at an appropriate level of difficulty for the student. Ceiling and floor effects are less likely, and content validity and curriculum alignment are not at issue because the tests are custom designed to the school district's goal structure. Regression effects are less likely, and ALTs are more growth sensitive than single-level norm referenced tests. The Cherry Creek School District, Colorado, is one of approximately 20 districts in the state and more than 200 in the United States that are using ALTs. ALTS provide a means of addressing the measurement of achievement at the extremes that is necessary to make the new standards-based paradigm effective in improving public education. (SLD)

ED 443 877   TM 031 522

Ediger, Marlow
Assessing Educational Plans in Uniformity vs. Differences.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

This publication presents a collection of papers on technology in urban schools, focusing on efforts by the Chicago, Detroit, Cleveland, and Milwaukee school systems. Interviews with teachers, technology directors, principals, and others about their experiences using technology provide the information for these papers. The papers are: "Overview: Making Technology Work in Urban Schools" (Donna Harrington-Lueker); "Chicago: Aging Facilities, Size and Local Control Complicate Chicago's Efforts" (Susan DeGrane); "Detroit: Equity, Access and Accountability Slow Detroit's Progress" (Amber Arellano); "Cleveland: Teaching the Teachers" (Shari Sweeny); "Milwaukee: Promises of a Computer on Every Teacher's Desk and Fiber-Optic to the Door" (Priscilla Pardini); and "Tips, Resources and Sources." The first appendix is titled "Gauging Districts' Technology Plans" (Cheryl Lemke, Robert Bortnick, Gilbert Valdez, Randy Knuth, and D. William Quinn). The second appendix is titled "Sizing Up Technology Inventories." (SM)

ED 443 898 UD 033 671

DeSalvatore, Larry; Goldberger, Susan; Steinberg, Adria
From Innovative Programs to Systemic Education Reform: Lesson from Five Communities. The Final Report of the Benchmark Communities Initiative.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Boston Foundation, MA.; Joyce Foundation, Chicago, IL.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Quantum Research Corp., Chevy Chase, MD.; Lilly Endowment, Inc., Indianapolis, IN.; Mott (C.S.) Foundation, Flint, MI.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 78p.; Additional support for the Benchmark Communities Initiative provided by the Hayden Foundation, the James C. Penney Foundation, and an anonymous donor.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; *Educational Change; Educational Innovation; Secondary Education; *Systems Development; Urban Schools
IDENTIFIERS- Systemic Educational Reform

This document presents the lessons of Jobs for the Future's Benchmark Communities Initiative (BCI), a 5-year systemic educational reform initiative launched in 1994 in five communities. Before joining the BCI, the five Benchmark communities had each begun a school-to-career effort. Five key findings from the BCI are outlined: (1) students engaged in intensive school-to-career experiences that have strong work-based learning components compare favorably to peers on a number of key academic achievement indicators; (2) for school-to-career efforts to affect overall student outcomes significantly, specific program activities and components must be defined as core elements of the district's overall reform strategy; (3) enabling conditions that make a systemic reform agenda possible are a high-level leadership group bridging all partners and institutions that convene and connect those partners; (4) districts and their partners can enhance the educational value of students' work-based learning experiences in spite of serious barriers; and (5) data can be a powerful driver for reform when communities create a process for measuring the right things at the right time. Performance measurement was central to the BCI effort, helping partners to hold one another accountable for progress toward agreed-on epilogue, "She's Black, I'm White," discusses the racial awareness of the author's grandchildren. (Contains 372 references.) (SLD)

ED 443 918   UD 033 701

Boyd-Franklin, Nancy; Franklin, A. J.
Boys into Men: Raising Our African American Teenage Sons.
PUB DATE- 00
NOTE- 260p.; "With Pamela A. Toussaint."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Blacks; *Child Rearing; *Males; *Parent Child Relationship; Parenthood Education; Racial Discrimination; Social Problems
IDENTIFIERS- *African Americans

This guide to rearing African American boys offers simple and effective strategies for problem-solving, improving communication, and instilling a positive racial identity. The book draws on strong African American family values and cultural and spiritual strengths. The chapters are: (1) "You Must Act As If It Is Impossible To Fail: Challenges in Raising African American Teenage Sons"; (2) "If We Stand Tall It Is Because We Stand on the Backs of Those Who Came Before Us: African American Families and the Man Child"; (3) "No One Can Uproot the Tree Which God Has Planted: Spirituality and Religion in Raising Our Sons"; (4) "The Bell Rings Loudest in Your Own Home: Positive Parenting, Love, Communication, and Discipline"; (5) "Education Is Your Passport to the Future, for Tomorrow Belongs to the People Who Prepare for It Today"; (6) "When I Discover Who I Am I'll Be Free: Black Kids in White Schools and Communities"; (7) "Our Future Lies Chiefly in Our Own Hands: The Journey to Manhood and Peer Pressure"; (8) "We Cannot Silence the Voices That We Do Not Like Hearing: Rap, Media Influences, and Hoop Dreams"; (9) "Children Make Foolish Choices When They Have Nothing To Lose: Sex and Sexuality"; (10) "A Man Who Stands for Nothing Will Fall for Anything: Drug and Alcohol Abuse"; (11) "Force against Force Equals More Force: Violence and Gangs"; (12) "If You Are on a Road to Nowhere, Find Another Road: Taking Our Sons Back from the Streets"; (13) "The One Who Asks Questions Doesn't Lose His Way: Getting Past the Fear of Counseling"; and (14) "Keep Your Eyes on the Prize, Hold On: A Parent's Survival Guide." Each chapter contains a list of resources. (SLD)

ED 443 919   UD 033 702

Ash, Daniel O.
Face to Face with Fathers: A Report on Low-Income Fathers and Their Experience with Child Support Enforcement.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Support; *Fathers; *Legal Responsibility; *Low Income Groups; Parent Responsibility; Urban Youth
IDENTIFIERS- *Noncustodial Parents; *Paternity Establishment

half of the students in the public schools attended racially isolated schools (where 90% of the enrollment is either "minority" or white), compared with 30% at the religious private schools. Appendixes contain enrollment figures for the nonreligious and religious MPCP schools. (SLD)

ED 443 940 UD 033 724

Connolly, Laura S.
The Effect of Welfare Reform on the Incomes and Earnings of Low-Income Families: Evidence from the Current Population Survey.
PUB DATE- 00
NOTE- 39p.; Paper presented at the Rural Dimensions of Welfare Reform: A Research Conference on Poverty, Welfare, and Food Assistance (Washington, DC, May 4-5, 2000). Version of a paper presented at the Conference on Work, Welfare, and Politics (Eugene, OR, February 28-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Census Figures; *Income; Low Income Groups; Public Policy; *Welfare Recipients; Welfare Services
IDENTIFIERS- Current Population Survey; Welfare Reform

An important question related to welfare reform is: "What has happened to the earnings and incomes of families who were receiving public assistance when the new policies took effect?" This question is addressed by examining the impacts of early state-level welfare waivers on the earnings and income growth of welfare recipients. Analysis of a detailed nationally representative data set (the Current Population Survey), shows that early work-related welfare reforms generally did not increase the earnings of welfare recipients, with minor exceptions, and that waivers often had a negative, but small, effect on the incomes of welfare recipients. In addition, waivers appear to have had a less detrimental effect on rural than on urban recipients. This is an interesting finding in light of research that shows that rural employment and earnings generally lag behind those in urban areas. It suggests that even though rural residents face greater barriers to employment, welfare reform has a smaller marginal effect on rural recipients. (Contains 4 tables and 21 references.) (Author/SLD)

ED 443 941 UD 033 725

Raphael, Jacqueline; Chaplin, Duncan
Formative Report on the DC 21st Century Community Learning Center After-School Program.
SPONS. AGENCY- DC Agenda, Washington, DC.
PUB DATE- 00
NOTE- 46p.; With Luke Miller and Zakia Redd and with assistance from Jane Hannaway and Mike Puma.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *After School Programs; *Community Programs; Enrollment; Formative Evaluation; *Program Implementation; Questionnaires; *Student Attitudes
IDENTIFIERS- *District of Columbia

This report describes the implementation of the DC 21st Century Community Learning Center (DC 21st CCLC) After-School Program between October 1999 and May 2000, as well as the implications

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Change; Higher Education; *Librarians; *Library Development; Library Networks; *Library Role; Library Surveys; Professional Personnel; *Research Libraries; Technological Advancement
IDENTIFIERS- Association of Research Libraries

Over the past 10 years, many changes have affected the roles of librarians and other professionals in research libraries. The changes have been caused, in part, by technological advances, reorganizations, more focus on libraries as learning organizations, the use of teams and team-based approaches to tasks, and a recognition of diversity's importance to organizational development. The survey for this SPEC (Systems and Procedures Exchange Center) Kit was an effort to examine these professional changes through an analysis of position descriptions issued by Association of Research Libraries (ARL) member institutions. Results of the survey, conducted in January 1999, are presented. ARL received responses from 55 of the 122 member libraries (45%). Representative documents are provided from selected institutions under the following areas: Access Services; Administrative Support; Collection Development; Copyright and License; Distance Education; Instructional Services; Reference and User Services; Technical Services; Technology and Networked Environment: Systems; Technology and Networked Environment: Digital Library; and Technology and Networked Environment: Web Related. A short list of selected resources--books and journal articles--is included. (AEF)

ED 443 441 IR 057 883

Kyrillidou, Martha, Comp.; Green, Jonathan, Comp.; Blixrud, Julia C., Comp.
ARL Statistics, 1997-98: A Compilation of Statistics from the One Hundred and Twenty-Two Members of the Association of Research Libraries.
PUB DATE- 99
NOTE- 127p.; For 1995-96 statistics, see ED 405 898.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Higher Education; Library Collections; Library Expenditures; Library Personnel; Library Services; *Library Statistics; Questionnaires; *Research Libraries; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *Association of Research Libraries

"ARL Statistics 1997-98" is part of a series of annual publications that describe collections, staffing, expenditures, and service activities for the 122 member libraries of the Association of Research Libraries (ARL). The first section of the report includes several illustrative charts and discusses service trends (1991-1998); the decline of ownership, and monograph and serial costs in ARL libraries (1986-1998); the promise of access, and supply and demand in ARL libraries (1986-1998); expenditure trends in ARL libraries (1986-1998); and resources per student in ARL libraries (1986-1998). The body of the publication consists of ARL library data tables for 1997-98 that provide statistics and summary data on collections, expenditures, and personnel and public services. An analysis of foundation for providing a connected and smooth continuum of educational resources from middle school through the baccalaureate degree. Representatives of the steering committee from both the college and the secondary school disciplines will present the theoretical, logistical, and practical aspects of this conference and its implications. The report defines the learning community envisioned by HCC: a community of scholars and their students learning from and with one another. It identifies the goals of establishing a collaborative professional development activity for all teachers from high school through HCC; teacher-teacher communication network; student-student (WCPS-HCC) communication network; faculty-faculty team to meet and work on placement testing, problems with the Student Outcomes Assessment Report, and developmental education at HCC; and curriculum-based projects. (VWC)

ED 443 461 JC 000 482

Tollefson, Terrence A.
Martorana's Legacy: Research on State Systems of Community Colleges.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the Council for the Study of Community Colleges (42nd, Washington, DC, April 7-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Educational Change; *Educational History; *Educational Trends; *Governance; Government School Relationship; Institutional Characteristics; Politics of Education; State Colleges; Two Year Colleges
IDENTIFIERS- Martorana (S V)

This paper describes a few of the more important national characteristics of community colleges and state community college systems, the latter in three "snapshots" taken at different times in the 20th century. This paper is divided into the following topics of discussion: state coordination and governance structures, mission evolution, and state funding and state control. This paper begins the historical narrative of the community college system national "movement" with a discussion of S. V. Martorana's 1963 first national study of state systems of community colleges. By the late 1990s, five models of state-level coordination/governance had emerged: State Board of Education, State Higher Education Board or Commission, Statewide Community College Coordinating Board, State Community College Governing Board, and State Board of Regents. In the past decade, economic and workforce development have emerged as high-priority community college functions that rival college-transfer and vocation-technical commission components in importance in many states. Today, in terms of actual decision making, "local autonomy is alive and well...in state community college systems." Included at the end of this paper is a table of changes in state-level coordinating structures for public junior and community colleges from 1963-1999. (Contains 28 references.) (VWC)

ED 443 462 JC 000 483

Administrative Rules of the Illinois Community College Board.
PUB DATE- 00
NOTE- 122p.

IDENTIFIERS- *Illinois

This report analyzes the progress of the underrepresented student population in fiscal year 1999, which includes minorities, females interested in nontraditional occupations, and persons with disabilities, in Illinois community colleges by comparing these data to the 1990 Illinois general population. Also described are programs and activities created by community colleges to increase the success of underrepresented groups and colleges' responses to focus topics identified by the Illinois Board of Higher Education and Illinois Community College Board staffs. The report finds that persons from underrepresented groups are well represented in the Illinois Community College System. In fiscal year 1999, minorities comprised over one-third of the total enrollments in community colleges. This exceeds the minority population representation of the general state population. A major portion of the minority student enrollment was in precollegiate-level instruction. In fiscal year 1999, women made up over half of the student population on college campuses. They are well represented among baccalaureate and transfer program enrollees and graduates in these programs. However, this is not the case in all fields of study. National statistics indicate that the majority of students with disabilities are in community colleges, and Illinois is no exception. Many approaches to serve this student population are being used, including adaptive technology and partnerships in education. Includes appendices. (VWC)

ED 443 482 JC 000 518

Cooney, Frank
A Review of the Results and Methodology in the 1999 Noel Levitz Student Satisfaction Survey at Salt Lake Community College.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Research; Outcomes of Education; *School Effectiveness; *Student Reaction; Student Surveys; Two Year Colleges
IDENTIFIERS- *Salt Lake Community College UT

This report analyzes the 1999 Student Satisfaction Inventory (SSI) survey results of Salt Lake Community College (SLCC) (Utah) conducted by the Noel-Levitz company. In 1999, a stratified random sample was utilized that produced a more representative profile of the student demographics compared to previous years (e.g., the percentage of full-time to part-time students in the survey closely reflects the profile for the entire student body). SLCC was rated highest on: responsiveness to diverse populations, registration effectiveness, and academic services. SLCC was rated lowest on: admissions and financial aid, academic advising, and campus support services. Discussions are provided on the following topics: the validation of scale results, program areas with the lowest SSI ratings, examination of the "neutral" response, further analysis of the lowest SSI ratings, and implications and recommendations for further research. The effectiveness of the registration procedures and satisfaction with Academic Services is independently supported by high ratings in the new student and graduating student surveys which are conducted every year. No data were available to independently validate the high rating on responsiveness to diverse populations. The difference in the scores may well be due to the difference in the questionnaire wording. (VWC) and school in fall terms 1994-1998 for City College of San Francisco. On Castro-Valencia campus, enrollment rate for credit courses in music increased from 18 in fall 1994 to 59 in fall 1998, an increase of 227.8%. On John Adams Campus, enrollment rate for credit courses in consumer arts & sciences rose 623.3%, while enrollment decreased 73.2% for ESL courses over the same period. In comparing the campuses, John Adams campus had the most dramatic increase in credit enrollment (55.8%) from fall 1994-98, while Evans campus had the sharpest drop (-47.5%). Evans had the highest enrollment rate increase for noncredit courses. Some of the most popular noncredit courses on Evans campus were courses in trade skills, apprenticeship and journeyman, and automotive. (JA)

ED 443 503 JC 000 551

Mery, Pamela M.
School Profiles: School Enrollments by Department, Fall Terms 1994-1998.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Credit Courses; *Enrollment; *Enrollment Rate; *Enrollment Trends; Noncredit Courses; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This report is a compilation of data on the overall enrollment by school and department enrollments by school from fall 1994 to fall 1998 for City College of San Francisco. Overall enrollments in applied science technology, ESL and international education, health and physical education, liberal arts, library and learning resources, and science and mathematics increased over the 5-year period, while enrollments in behavioral and social sciences and business decreased. The number of students enrolling for both credit and noncredit courses in the School of Library and Learning Resources rose from 9,849 in 1994 to 11,733 in 1998, an increase of 159.6%. Within the school, enrollment for credit courses in the Department of Learning Assistance increased from 565 to 2,559, a 352.9% increase from fall 94 to fall 98. On the contrary, overall enrollment in the School of Business decreased by 10.3% over the same period. While enrollment rate for credit business classes remained steady over the period, enrollment in noncredit business classes dropped by 16.1% from fall 94-98. (JA)

ED 443 504 PS 024 529

Adamson, Peter, Ed.
The Progress of Nations, 1996: The Nations of the World Ranked According to Their Achievements in Child Health, Nutrition, Education, Family Planning, and Progress for Women.
PUB DATE- 96
NOTE- 59p.; Editing assisted by Petra Morrison.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Child Abuse; *Child Health; Child Neglect; Child Welfare; Children; *Childrens Rights; Developed Nations; Developing Nations; Equal Education; *Females; Feminism; Foreign Countries; Literacy; *Nutrition;

SPONS. AGENCY- Australian Research Council.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Additional financial support provided by the Self-Concept Enhancement & Learning Facilitation (SELF) Research Center.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Foreign Countries; Measurement Techniques; Primary Education; *Self Concept; *Self Concept Measures; Self Evaluation (Individuals); Test Validity; *Young Children
IDENTIFIERS- Australia; Self Description Questionnaire

This study employed a multi-cohort multi-occasion (MCMO) design to measure self-concept and academic achievement among 5- and 6-year-olds. Preliminary findings from the first two waves of data were used to examine: (1) the structure and development of a multidimensional self-concept; (2) the stability of self-concept responses over time; (3) the relationship between prior academic self-concept and subsequent growth in academic achievement; and (4) theoretical predictions about the development of self-concept that heretofore have been based primarily on research with older children. Preliminary results provided support for the construct validity of self-concept responses based on the Self Description Questionnaire--Infants (SDQ-I). Findings from this study's use of a 64-item questionnaire indicated that the use of short instruments may be counter-productive and may account for some of the difficulties researchers have in obtaining responses with good psychometric properties from very young children. The separation of competency and affective components of self-concept was supported for young children. In addition, it was demonstrated that achievement was more strongly correlated with cognitive components of self-concept than affective components. Over a period of 6 months, the structure of young children's self-concepts and the relationship of self-concept to academic achievement were demonstrated to be relatively stable over time and over the two age cohorts considered. (Contains 36 references.) (EV)

ED 443 523 PS 028 654

Grubb, Patricia W.
A Comparison of Concept Age Gains of Kindergarten Children in Traditional and Twenty-First Century Classrooms.
PUB DATE- 00
NOTE- 41p.; Master's Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Achievement Gains; *Comparative Analysis; *Computer Uses in Education; *Concept Formation; Concept Teaching; Developmental Stages; Educational Technology; Fundamental Concepts; Kindergarten; *Kindergarten Children; Learning Centers (Classroom); Primary Education; Student Improvement

This study sought to determine whether kindergarten students in a "twenty-first century classroom" would have a greater gain in concept age than students in a traditional kindergarten classroom. Subjects were students, randomly assigned, in two kindergarten classrooms. The twenty-first century classroom incorporates five computers into the required centers to be standards; (2) disabilities service plan; (3) social services; (4) health services; (5) education services; (6) nutrition; and (7) parent involvement. Parts 1304 and 1308 are presented in a two-column format. The left-hand column presents the standards. The right-hand column contains an introduction summarizing the philosophy and contents, a rationale for the standard, related information providing cross-references to other standards and guidance materials, and guidance material providing examples of how the standards could be implemented. (KB)

ED 443 541   PS 028 701

Hinkle, Donna
School Involvement in Early Childhood.
PUB DATE- 00
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Day Care; *Developmental Continuity; *Preschool Education; *Public Schools; Research Needs; School Community Relationship; *School Role; State Programs

Public education begins with kindergarten for most children, but an estimated 1 million prekindergarten children are also in public schools, and the number is increasing. In December 1997, the National Institute on Early Childhood Development and Education in the U.S. Department of Education's Office of Educational Research and Improvement convened a group of national, state, and community early childhood and education leaders to discuss the interrelationship between preschool and public education. Meeting participants unanimously agreed on the need to move from the current state of fragmented programs to a coordinated preschool care and education system that is linked with the public school system. Based on discussions at that meeting and on recent related data and research, this publication is intended to provide schools, families, and communities with information and ideas about public school prekindergarten and other preschool care and education initiatives that are linked with public schools. The publication offers insights from meeting participants about public school involvement in early childhood, and provides examples of how states and communities are designing programs to expand and improve preschool care and education. Following an introduction and background information on the meeting, the publication explores the following questions pursued at the meeting: (1) "Why Should Schools Be Involved in Early Childhood?"; (2) "What Roles Should Schools Play in Early Childhood?"; (3) "What Facilitates School Involvement in Early Childhood?"; (4) "What Challenges Do Public Schools Face with Involvement in Early Childhood?"; (5) "What Are the Key Issues for Professional Development?"; and (6) "What Are the Key Research and Evaluation Questions?" The publication concludes with a 52-item bibliography and lists of meeting participants and state early childhood education contacts. (HTH)

ED 443 542   PS 028 702

Alt, Martha Naomi; Choy, Susan P.
In the Middle: Characteristics of Public Schools with a Focus on Middle Schools. Statistical Analysis Report.
PUB DATE- 00
NOTE- 272p.

Home-Visitor Relationship, and Home Visit Intensity.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Heat Start National Research Conference (Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Caseworker Approach; *Early Intervention; Home Programs; *Home Visits; Low Income Groups; *Mothers; Parents; Parents as Teachers; *Personality Traits; Predictor Variables; Preschool Education; Program Implementation
IDENTIFIERS- *Caseworker Client Relationship; Early Head Start; *Home Visitors; Program Characteristics

Noting that families in home visiting early intervention programs receive only about half the number of intended visits, this research used quantitative and qualitative methods to investigate how personality and other factors affect the mother-home visitor relationship and thereby, influence home visit intensity. Participating in the study were 5 Early Head Start home visitors and 41 young Black mothers to whom the visitors were assigned. Although federal requirements stipulated at least three 90-minute home visits per month, with 3 visits by Early Head Start staff and one by Parents as Teachers educators, this requirement was not met during the first 2 program years. Analyses using multi-level modeling indicated that maternal personality-based achievement striving and desire for control were negatively related to home visit intensity (more home visits); maternal stress reaction and alienation predicted greater intensity. Home visitors' higher levels of well-being and higher levels of stress-reaction also predicted increased home visit intensity. Themes emerging from qualitative data obtained from interviews of parents and mothers include the following: (1) accuracy of information on program policies may contribute to mothers' willingness to participate; (2) establishing a close relationship with mothers and their children may affect mothers' confidence in the home visitor; (3) mothers' individual characteristics, work hours, and their similarity to the home visitor influenced service intensity; (4) home visitors tried to protect parents; and (5) some mothers' evaluations of home visitors were highly positive and inaccurate, likewise, some home visitors were overly optimistic about the mothers they served. (KB)

ED 443 562 PS 028 724

Edwards, Diane
Empirical Research, Education Reform and Current Practice in Massachusetts Early Childhood Teacher Preparatory Programs.
PUB DATE- 00
NOTE- 59p.; Dissertation proposal submitted to the Doctoral Program in Higher Education Administration, University of Massachusetts, Boston.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Early Childhood Education; *Educational Change; Higher Education; Models; Preschool Teachers; Research Needs; Research Proposals; State Standards; *Teacher Education; *Teacher Education Programs
IDENTIFIERS- Goals 2000; Massachusetts

The U.S. Department of Education recently identified five essential components for excellence in early childhood teacher preparation programs. This dissertation proposal outlines a

Noting that none of the small number of studies examining false belief performance in low-income children has addressed cultural practices that may help or hinder children's grasp of mental states, this study examined false beliefs from a cultural context, using an ethnically diverse low-income Head Start preschool population. Participating in the study were 36 black and 36 white preschool children with an average age of 53 months. Fifteen of the black children and 18 of the white children were enrolled in Head Start, and the remainder in a non-Head Start program. Children were given a false beliefs task embedded within a narrative: they were shown a wordless picture book, asked to look at the pictures, make up their own story, and listen to the experimenter's story. Afterward, children were asked forced-choice questions about the character's thoughts and the story. Analysis of covariance using language scores as the covariate revealed that black children scored significantly higher on two of the three questions asked. Findings suggested that black children's cultural experience with storytelling contributed to their success in answering questions about a character's beliefs within a narrative context. (Contains 13 references.) (KB)

ED 443 581   PS 028 744

Walker, Joan M.; Hoover-Dempsey, Kathleen V.; Reed, Richard P.; Jones, Kathleen P.
"Can You Help Me with My Homework?" Elementary School Children's Invitations and Perspectives on Parental Involvement.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary Education; *Elementary School Students; *Homework; *Parent Participation; *Parent Student Relationship; *Parents; Performance Factors; *Student Attitudes

Grounded in Hoover-Dempsey and Sandler's model of the parental involvement process, this study examined links between empirically suggested manifestations of children's invitations and parents' levels of involvement in children's homework activities. Relevant literature suggested the potential importance of four child attributes in inviting parents' homework involvement: (1) child's general level of performance; (2) child's experience of difficulty with daily homework; (3) child's developmental press for independence; and (4) child's valuing of the parent's involvement activities. Twenty public school fourth graders and their parents (one per child) were interviewed individually and responded to questionnaires; data on child school performance were gathered from school records (6-week report cards for the full year; standardized achievement test results for the year). Findings suggested very modest links between higher levels of parental involvement and higher work difficulty as reported by parents, lower child press for independence as reported by parents, as well as lower general levels of performance as reflected in child interviews and school grades. Child valuing of parental help was linked weakly to parental involvement (stronger child valuing of parents' involvement activities was positively related to child reports of more parental involvement.) These and other findings were considered in light of qualitative patterns of parent and summarizes writings and research on family literacy and on topics directly relevant to family literacy programs. The bibliography has two main parts. Part A covers topics directly related to family literacy programs in the areas of conceptual issues (definitions, models, and overviews of family literacy), studies related to family literacy programs and practices, program descriptions, program development, assessment, evaluation procedures, and curriculum and instruction. Part B of the bibliography includes topics that have implications for family literacy, drawing articles and reports from many disciplines. These related topics include emergent literacy, parent-child interactions, adult literacy, and home and school issues. All of the publications reviewed in the bibliography are readily available to the public; sources range from published studies to reports from the government, foundations, and research organizations. (HTH)

ED 443 599   PS 028 789

Preparing Our Students for the 21st Century: Key Areas in Education.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Programs; *Change Strategies; Community Involvement; Educational Facilities Improvement; Educational History; *Educational Improvement; Educational Trends; Elementary Secondary Education; Family Involvement; Futures (of Society); School Business Relationship; School Safety; Teacher Recruitment
IDENTIFIERS- America Goes Back to School

Family, business, and community involvement in education can make a significant difference in preparing our children to succeed in an increasingly global job market. This pamphlet outlines six priority educational action areas on which schools/communities can focus America Goes Back to School events or long-term projects. The six areas outlined are: (1) Making schools safe and drug free; (2) Recruiting and preparing quality teachers; (3) Modernizing schools; (4) Expanding after-school programs; (5) Getting high standards into every classroom; and (6) Increasing pathways to college and careers. For each of these areas, the pamphlet provides a rationale, related facts, model programs, America Goes Back to School ideas, and a list of resources. The pamphlet concludes with the article "A New Millennium: Reflecting on Educational Change and Opportunity," which discusses historical events that still affect education today and current events that will shape the future of education. (HTH)

ED 443 600   RC 021 973

Hill, Janice C.
Queen's University Aboriginal Teacher Education Program: An Exercise in Partnership.
PUB DATE- 98
NOTE- 16p.; Paper prepared for the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English

DESCRIPTORS- *Access to Education; Adult Basic Education; *Agricultural Laborers; *Community Development; Elementary Education; Foreign Countries; *Health Services; Literacy Education; Nutrition; Preschool Education; *Program Development; Rural Development; Rural Farm Residents; Rural Women; Rural Youth
IDENTIFIERS- Access to Health Care; Capacity Building; *Save the Children Fund; *Zimbabwe

This book documents the history, successes, and failures of Save the Children's farmworker program in Zimbabwe, 1981-98. The report explores workers' past and present living and working conditions on commercial farms and describes how the program promoted a progression from workers with a migrant mentality to the building of functional communities, increasingly able to articulate and address their own problems. Information was gathered from key informants on commercial farms, government officials, development officers, and 426 farmworkers. Chapters cover: (1) an introduction to Save the Children Fund and the farmworker program; (2) the situation of rural people before 1980; (3) conditions for farmworker women and children as farmworkers missed out on national improvements in rural education and services; (4) the first pilot farmworker project, 1981-83; (5) expansion in the 1980s; (6) program impacts in the 1980s on the health of women and children, access to water and sanitation, provision of preschools on farms, housing, nutrition, adult literacy, socioeconomic status, and women's activities; (7) major concerns and lessons learned; (8) a period of uncertainty; (9) organizational issues and changes, program impacts, government partnerships, and community leadership training in the early 1990s; (10) program achievements; and (11) a portrait of the farm village. Appendices present data tables reflecting program progress and list participating farms and program staff. (Contains photographs, a list of acronyms, a glossary, and 80 references.) (SV)

ED 443 618 RC 022 478

No Place To Hide: Substance Abuse in Mid-Size Cities and Rural America.
SPONS. AGENCY- United States Conference of Mayors, Washington, DC.; Drug Enforcement Administration (Dept. of Justice), Washington, DC.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 00
NOTE- 50p.; Some figures may not reproduce adequately. Foreword by accompanying statement by Joseph H. Califano, Jr.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Drinking; *Illegal Drug Use; Incidence; Place of Residence; *Prevention; *Rural Areas; Rural Urban Differences; Rural Youth; *Small Towns; Smoking; Social Problems; *Substance Abuse; Young Adults; Youth Problems
IDENTIFIERS- Access to Services; Methamphetamines

America's substance abuse epidemic has come to rural America. Adults in small metropolitan and rural areas are just as likely as those in urban America to use and abuse illegal drugs, alcohol, and tobacco. Young teens in small metropolitan and rural areas are more likely to abuse substances than those in large metro areas. Based on a wide variety of national and state data, interviews, and a literature review, this report is

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; *Federal Regulation; Higher Education; *Land Use; Outdoor Activities; *Outdoor Education; Program Administration; Public Agencies; Recreation Legislation; *Wilderness
IDENTIFIERS- *Federal Agencies; *Federal Lands

Access to federal lands is becoming more difficult for institutional outdoor programs. The Bureau of Land Management and the National Park Service are drafting rules to address institutional users, and the U.S. Forest Service is reviewing institutional use and sees a need for some type of permitting for this population. A 1996 study of federal land management agencies found that policies and regulations vary between and within agencies, managers are concerned about the impacts caused by wilderness experience programs (WEPs), managers offered proactive suggestions to address their concerns about WEPs, and managers felt that most WEP activities were not wilderness-dependent. The once-clear nonprofit educational status that gave WEPs privileged access has become blurred. If a program promotes itself to the general public, charges a fee for its services, and pays its staff, it is likely to be considered a commercial program by federal land managers. Recommendations for WEPs include maintaining communication with agency staff, developing a working knowledge of the laws and rules governing agencies, having a short biographical sketch of the WEP readily available, networking with other institutional programs, performing service projects on agency lands, changing the program format to meet access requirements, challenging agency decisions in court, and supporting federal legislation that addresses the needs of WEPs. A chart shows legislative authority, source of regulations, and permit type necessary for each land management agency. (TD)

ED 443 636 RC 022 539

Cain, Jim
Teamwork & Teamplay: New Ideas for Adventure-Based Education Programs.
PUB DATE- 99
NOTE- 8p.; In: Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, WY, November 1-6, 1999); see RC 022 528.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Educational Resources; *Information Sources; Mentors; *Outdoor Education; *Professional Development

A professional adventure educator offers numerous resources about adventure-based learning, drawn from his book, "Teamwork and Teamplay." Organizational resources include libraries, the Educational Resource Information Center (ERIC), Kendall/Hunt publishers, the American Camping Association book store, cause, contributing cause, activity, incident description, program analysis, and additional WRMC analysis, and are arranged by activity: camping, cooking, animals and insects, climbing, backpacking and hiking, snow, canoeing, ropes courses, initiative games, transportation and vehicles, illnesses, and participant behavior. Section 4 discusses the need for more consistent data collection and better quality of reporting. An appendix describes the incident reporting project and how to report an incident. Reporting forms are included. (SV)

ED 443 654   SE 063 599

Duggan-Haas, Don; Gallagher, James
Rethinking the Presentation of the Case Standards for Science Teacher Preparation.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Electronic Publishing; Higher Education; Science Education; Standards; *Teacher Education; Teaching Methods; Technology

The Certification and Accreditation in Science Education (CASE) Network has done a commendable job in their development of Draft Standards for Science Teacher Preparation (CASE and Network 1998). This paper is a response to the repeated requests of the CASE Network for feedback about the Standards. It focuses on the presentation of the standards rather than the standards themselves. The discussion primarily addresses the nature of the structure and presentation of the CASE Standards and suggests that the flexibility of electronic publishing can be exploited to overcome problems associated with the ordered presentation of the standards used in the current draft. (Author/CCM)

ED 443 655   SE 063 600

Duggan-Haas, Don; Smith, Edward; Miller, James
A Brief History of the Collaborative Vision for Science and Mathematics Education at Michigan State University.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication (Thought Transfer); Elementary Secondary Education; Higher Education; Interdisciplinary Approach; Learning Strategies; *Mathematics Education; *Partnerships in Education; Primary Education; *Science Education
IDENTIFIERS- *Michigan State University

The Collaborative Vision for Science and Mathematics Education (CVSME) is a loosely coupled organization that has improved communication and fostered collaboration between faculty in the colleges of Education and Natural Science at Michigan State University. The improved communication and collaboration is intended to improve mathematics and science teaching and learning from kindergarten through graduate school. The paper briefly describes the history of the organization, some of its accomplishments, and identifies characteristics that have both the ethnographic site, the data is described, and the method used to gather and analyze it is explained. The paper discusses the participants and regular seminar attendees studied and outlines how they described the atmosphere of their seminars, especially with regard to the culture of mathematics, seminars in the math department, and seminars in science. (Contains 30 references and 36 endnotes.) (ASK)

ED 443 683   SE 063 777

Barman, Charles R.
A Project Designed To Engage K-8 Preservice and Inservice Teachers in Classroom Inquiry.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; Elementary Education; Elementary School Teachers; Higher Education; *Inquiry; Perception; Preservice Teachers; Science Activities; Science Curriculum; Science Education; Secondary Education; Sex Differences; *Student Attitudes; *Teacher Education
IDENTIFIERS- National Science Teachers Association

This paper presents a national study in which K-8 preservice and inservice teachers participated to gain information about their students' views of science. This project primarily focuses on engaging the teachers in classroom research. The first section includes specific components and the results of the project. The second section describes the K-8 teachers' perceptions of participating in the study and examines their views of conducting research. The third section discusses the value of classroom inquiry research for K-8 teachers and the implications for teacher education. (Contains 18 references.) (YDS)

ED 443 684   SE 063 789

Dass, Pradeep Maxwell
Preparing "Professional" Science Teachers: Critical Goals.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Professional Development; Reflective Teaching; *Science Teachers

This paper focuses on pre-service teacher education and elaborates on the critical importance of three attributes to the development of professional science teachers: (1) science teachers must be reflective practitioners of their profession; (2) all instructional practice and decisions of science teachers must be backed by a research-based rationale that they are consciously aware of and are able to defend; and (3) science teachers must be able to impact student learning in multiple domains of science. Why the development of each of these attributes should be a critical goal of pre-service science teacher education programs is discussed as well as which strategies in the program could help accomplish each of these goals. (Contains 15 references.) (ASK)

ED 443 685   SE 063 790

objects. There are many debates concerning whether manipulation of computer objects is considered physical manipulation and whether it has the same value as manipulation of concrete objects. Sixteen first graders participated as the subjects for this study. These students were divided into a control group and a treatment group. During the nine-week experiment, both groups received traditional instruction covering addition and subtraction facts in a large group setting. In addition, the treatment group used Math Blaster R Jr. software for an hour each week to practice computation while the control group received an hour of traditional instruction to equalize the time on task. The control group was given time on the computer so that lack of computer access would not impact the finding. The control group did not use any type of Mathematics software. At the experiment's end, the subjects were given the computation subtest of the CTBS/4 as a post-test. The mean scale score for the control group and for the treatment group were determined. Upon t-test comparison of the mean percentile scores, it was found that there was no significant difference between the scores at the .05 level of significance. However, the control group's mean score was higher than the treatment group's mean score. The teacher had observed that the treatment group subjects became disinterested in the Mathematics software in the latter part of the experiment. The teacher believes that this disinterest led to the lower mean score by the treatment group. (Contains 40 references.) (Author/YDS)

ED 443 706   SE 063 888

Williams, Lynda Patterson
The Effect of Drill and Practice Software on Multiplication Skills: "Multiplication Puzzles" versus "The Mad Minute."
PUB DATE- 00
NOTE- 42p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Computation; Computer Software; *Computer Uses in Education; Grade 7; *Mathematics Instruction; Middle Schools; *Multiplication

The purpose of the study was to compare two methods of learning multiplication facts in order to develop speed and accuracy. The researcher conducted the action research project with a seventh grade enrichment class, which met for seven weeks during the school year. As part of the curriculum students were provided with activities to refine their basic math skills. The study took place during two weeks in which students practiced the multiplication facts to develop speed and accuracy. The class was divided into two groups with one group receiving paper and pencil practice with "Minute Madness" worksheets (control group), and the other group using the drill and practice software, "Multiplication Puzzles" (treatment group) on the Apple IIe computers. Both groups were given the same pretest, which consisted of sixty single-digit multiplication problems to complete within one minute. The pretest was graded based on the number of correct answers completed out of the sixty problems. Each group received thirty minutes of instruction for eight days during a two-week period. At the end of the period, the students took the same test (posttest) to measure improvement in learning the multiplication facts. The mean scores for the posttests of each group were compared. The results indicated that there was a significant increase in the number of problems correctly completed by the treatment group

PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; Engineering Education; *Females; Foreign Countries; Higher Education; *Sex Differences; *Spatial Ability; Student Characteristics; Thinking Skills; Visual Perception; *Visualization
IDENTIFIERS- Brazil; United States

Three-dimensional visualization skills are critically important to success in engineering careers. Unfortunately, studies have shown that the 3-D spatial visualization skills of women engineering students lag significantly behind those of their male counterparts. This paper examines gender differences in background and in visualization ability for students enrolled in the United States and in Brazil. Factors that seem to be significant in the development of visualization skills are presented. Gender differences and other problems in visualization skills that cross international boundaries are described. (WRM)

ED 443 730 SE 064 005

Mok, Ida Ah Chee
Learning Opportunities with Graphing Calculators: The Case of Asymptotes.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Asian Technology Conference in Mathematics (4th, Guangzhou, China, December 1999). Supported by the University of Hong Kong Committee on Research and Conference Grants.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Dissonance; Cognitive Processes; *Constructivism (Learning); Educational Technology; Foreign Countries; *Graphing Calculators; High Schools; *Learning Processes; Learning Theories; Mathematics Education; Teaching Methods
IDENTIFIERS- *Hong Kong

The effective use of technology in the mathematics classroom depends on the interaction between students and their peers, students and teacher, and students and technology. This report describes a study of the introduction of a cognitive teaching model for using graphing calculators in a secondary mathematics classroom in Hong Kong. Episodes of the lessons on asymptotes are used to illustrate how teaching techniques can be used to change cognitive conflicts into situations supporting student construction of knowledge. (WRM)

ED 443 731 SE 064 010

Grimoni, J. A. B.; Belico dos Reis, L.; Tori, R.
The Use of Multimedia in Engineering Education--An Experience.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Course Descriptions; Educational Technology; *Electricity; *Energy; *Engineering

Hurt, J. P. Antony
Landmines: The Hidden Crisis. For Grades 9-12.
SPONS. AGENCY- Department of State, Washington, DC.
PUB DATE- 99
NOTE- 112p.; Cover page reads: Landmines: Exploring the Hidden Crisis. A Standards Based Curriculum Unit for the Secondary Grades. For units for elementary grades and middle school grades, see SO 031 655-656.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Childrens Rights; Foreign Countries; High Schools; *International Relations; National Standards; *Physical Environment; Social Studies; *War
IDENTIFIERS- *Global Issues; *Landmines; National Geography Standards; Victims of War

Intended to make the issue of landmines pertinent and accessible to classroom teachers, this curriculum unit helps high school students learn how to undertake an analysis of the anti-personnel landmine crisis in some of the world's most severely affected countries and consider potential programs for landmine removal, recovery, and reconstruction. The unit and assessment could be used in a variety of high school classes, for example geography, economics, political science, and social/human development classes. The unit is divided into the following sections: "Overview and Connections to the Curriculum"; "National Standards and Assessment Description"; "Description of Prior Learning"; "Assessment Instructions for Teachers"; "Assessment Rubric"; "Exemplary Response"; and "Suggested Activities to Prepare for Assessment." It includes 17 handouts for students, consisting of assessment instructions, maps, country profiles, general information about landmines (and their producers and exporters), and opinion articles. (BT)

ED 443 754 SO 031 705

Make Music America 2000. Celebrate! Music in Our Schools Month.
PUB DATE- 00
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Concerts; Elementary Secondary Education; *Music Education; Outreach Programs; *Student Participation; *Thematic Approach
IDENTIFIERS- *Music in Our Schools Month

This program guide/teacher guide from the Music Educators National Conference (MENC) offers suggestions for how to celebrate "Music in Our Schools Month" (MIOSM), the time of year when music education becomes the focus of schools across the nation and also an opportunity for teachers and students to share musical ideas and accomplishments with families, friends, and communities. The guide contains awareness items, advocacy tips, and other useful suggestions. It is divided into the following sections: (1) "The World's Largest Concert (WLC)"; (2) "PBS Listings for WLC Broadcast"; (3) "Community Outreach Ideas"; (4) "How to Publicize Your MIOSM/WLC Celebration"; (5) "Activity Ideas for Teachers"; (6) "MIOSM and the WLC, 1977-2000"; (7) "Getting Started"; (8) "WLC Registration Form"; (9) "WLC Fun Facts"; (10) "WLC Lesson Plans (1-7)"; (11) "Letter from MENC President June Hinckley"; (12) "MIOSM Fact Sheet";

sources, and 45 interviews were conducted with both indigenous and immigrating residents. Data indicated that gang activity, juvenile crime, suicides, and homicides increased meaningfully during the diversification period. Results indicated a number of exposed areas that require further examination, such as the extent of possible test biases, language barriers, and misdirected school services. Further, shifts in communications, conflict, and morality to less politeness, greater levels of discord and defiance, and less morality suggest the importance of establishing a statewide character education program to respond to changes in diversified areas. (Contains 126 references.) (BT)

ED 443 775 SO 031 990

Gillis, John R.
Seeing European History from the Outside In.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *European History; Foreign Countries; Higher Education; Historiography; Instructional Innovation; Secondary Education; *Western Civilization; *World Geography
IDENTIFIERS- Europe; Globalization; Mackinder (Halford J); *Teaching Perspectives

In global history courses and in western civilization courses Europe might be better treated as a subcontinent or, better yet, as a coastal, peninsular, or even insular phenomenon. This would be more consistent with both its geography and its history. H. J. Mackinder argued that until the 15th century Europe was powerfully shaped by repeated waves of invasion of nomads from the east. From 1500 to the mid-19th century, Europe was influenced less by what Mackinder called its continental heartland than by the seas. Beginning in 1500, Europe's geographical and historical frontiers shifted from east to west. W. P. Webb argued that the frontiers of the Americas were responsible for many of the developments previously attributed to internal European causes. Students should be introduced to the vast advantage that water held over land transport until the coming of the railway in the 19th century. The development of plantation economies was largely a coastal and insular enterprise, with African slaves as the chief source of labor. The loss of the control of U.S. coasts and islands by 1820 had a revolutionary effect on European economies. European capitalism had no choice but to move from a commercial to an industrial enterprise. In the 19th century Europeans became true migrants, giving up their ancient diasporic habits for a one-way passage. The age of continents, the most powerful challenge to the 20th century, has come from the globalization of capitalism itself, which has gone "offshore," defying the boundaries of both continents and nation states. (Contains 26 endnotes.) (BT)

ED 443 776 SO 032 053

Hepburn, Mary A.
Vicarious Violence on the Screen: A Challenge to Educators and Families. Technical Assistance Bulletin No. 16. Updated Version .
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Cancer; Community Health Services; Diabetes; Disabilities; *Disease Control; Environmental Influences; Family Planning; *Health Promotion; Heart Disorders; Injuries; Mental Health; Obesity; Physical Activities; Physical Activity Level; Physical Fitness; School Health Services; Sexuality; Substance Abuse; Tobacco; Violence
IDENTIFIERS- *Access to Health Care; Arthritis; Back (Human Anatomy); Food Preparation; Kidney Disease; Vaccination

This document contains the two volumes of the Conference Edition of Healthy People 2010, a comprehensive, nationwide health promotion and disease prevention agenda. The first section of Volume I, "Healthy People 2010: Understanding and Improving Health," includes "Introduction," "Leading Health Indicators," and "Bibliography. The second section, "Healthy People 2010: Objectives for Improving Health (Part A)," includes a readers guide and the first 15 of 28 focus areas: "Access to Quality Health Services"; "Arthritis, Osteoporosis, and Chronic Back Conditions"; "Cancer"; "Chronic Kidney Disease"; "Diabetes"; "Disability and Secondary Conditions"; "Educational and Community-Based Programs"; "Environmental Health"; "Family Planning"; "Food Safety"; "Health Communication"; "Heart Disease and Stroke"; "HIV"; "Immunization and Infectious Diseases"; and "Injury and Violence Prevention." The first section, "Healthy People 2010: Objectives for Improving Health (Part A)" of Volume II includes: "Maternal, Infant, and Child Health"; "Medical Product Safety"; "Mental Health and Mental Disorders"; "Nutrition and Overweight"; "Occupational Safety and Health"; "Oral Health"; "Physical Activity and Fitness"; "Public Health Infrastructure"; "Respiratory Diseases"; "Sexually Transmitted Diseases"; "Substance Abuse"; "Tobacco Use"; and "Vision and Hearing." The second section of Volume II, "Tracking Healthy People 2010," includes: "General Data Issues" and "Major Data Sources for Healthy People 2010." (SM)

ED 443 796   SP 039 352

Certification/Licensure Dictionary.
PUB DATE- 99
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Preservice Teacher Education; *State Standards; *Teacher Certification; Teacher Competencies; *Teacher Qualifications; Teachers
IDENTIFIERS- Ohio

This document helps districts implement the new teacher licensure standards and ensure that staff are assigned to classes they are qualified to teach. It identifies both the existing certification areas and the new licensure areas that are required for teaching specific courses. The areas included are: agriculture; business; career-based intervention programs; computer technology; education of the handicapped; English language arts; family and consumer sciences; foreign language; health education; health occupations; industrial technology/technology education; library/media; mathematics; music; physical education; science; social studies; trade and industrial; and visual arts. For each area, the document

Profession?" (3) "Is Money the Problem?" (4) "Is Certification the Problem?" (5) "Is Teacher Preparation the Problem?" and (6) "Do Working Conditions Undermine Teacher Performance?" (Contains 10 endnotes.) (SM)

ED 443 816 SP 039 376

South Carolina Summit on Teacher Quality (Charleston, SC, June 24-25, 1999).
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teacher Induction; College School Cooperation; Diversity (Student); *Educational Quality; Elementary Secondary Education; Faculty Development; Field Experience Programs; Higher Education; Mentors; Partnerships in Education; Practicums; Preservice Teacher Education; State Standards; Supervision; Teacher Certification; *Teacher Competencies; *Teacher Effectiveness; Teacher Improvement; Teacher Recruitment; Teacher Salaries; Teacher Shortage; Teachers; *Teaching Skills
IDENTIFIERS- Professionalism; *South Carolina

This report reflects opinions shared during the 1999 South Carolina Summit on Teacher Quality, highlighting areas of consensus among participants. The Summit examined issues contributing to today's challenges and discussed solutions to ensure adequate numbers of teachers and a good supply of well-qualified and successful teachers in all academic disciplines and all areas of the state. The report examines the background of the problem, highlighting factors affecting teacher quality (teacher shortages and challenges in teacher preparation and professional development) and noting the effect of teacher quality on student learning. A section on presenter viewpoints examines national and state perspectives. A discussion and recommendations section presents suggestions from small-group meetings designed to consider steps South Carolina should take to address the state's teaching, emphasizing solutions to five questions: How can South Carolina ensure an adequate supply of teachers in all areas while preserving and improving standards of teacher quality? What changes are needed in teacher preparation programs to better prepare teachers for the demands of teaching? What specific steps could be taken to improve hands-on, in-class practice experiences for teaching students? Once teachers are trained, what initiatives can be taken to help ensure their success? and How can the state ensure that more teachers feel satisfied with and remain part of the profession? (SM)

ED 443 817 SP 039 376

Tiffany, Jennifer; Tobias, Donald; Raqib, Arzeymah; Ziegler, Jerome
Talking with Kids about AIDS: A Program for Parents and Other Adults Who Care. Teaching Guide and Resource Manual.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD.; New York State Dept. of Health, Albany.
PUB DATE- 93
NOTE- 175p.; Also funded by Health Research, Inc.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

concerns are identified. The first is that, in their present form, the Web sites subsume the discussion of threats to validity under experimental designs, giving the impression to some students that such threats are not an issue for other types of quantitative research. The second concern is the fact that the illustrative vignettes are presented in multiple-choice formats, giving the impression that each research study has only one threat to internal or external validity, which is an unrealistic assumption. In receiving immediate feedback (i.e., solutions), some students may not reflect deeply enough about the scenarios, preferring to select a response hastily to obtain early validation. In such cases, the critical thinking process involved in the rival hypothesis reasoning will be stunted. Fourth, although analyzing vignettes is an extremely useful exercise, it should be remembered that these vignettes represent mere isolated fragments of information, typically devoid of any theoretical framework. Finally, providing only Web-based tools for teaching the concept of validity with respect to empirical studies may give graduate students and researchers alike the false impression that validity is not an issue in qualitative designs. Recommendations are provided in light of these concerns. (Contains 25 references.) (Author/SLD)

ED 443 835   TM 031 480

Electronic Codebooks for Windows 95/98: 22 ECBs. Electronic
  Codebook (ECB) Updates for Previously Released Data Files. CD-
  ROM .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Coding; *Electronic Text; National Surveys; Optical
  Data Disks
IDENTIFIERS- *Data Files; National Center for Education Statistics

This CD-ROM contains a separate electronic codebook for each of the following National Center for Education Statistics data sets: (1) B94, Baccalaureate and Beyond 1993-94 (restricted); (2) B97, Baccalaureate and Beyond 1993-97 (restricted); (3) BP4, Beginning Postsecondary Students 1990-94 (restricted); (4) FAC, 1992-93 National Student of Postsecondary Faculty (restricted); (5) HSo, High School & Beyond: Sophomore Cohort (restricted); (6) HSr, High School & Beyond: Senior Cohort (restricted); (7) PET, High School and Beyond Postsecondary Transcripts Study 1993 (restricted); (8) I95, Integrated Postsecondary Education Data System 1995-96; (9) I96, Integrated Postsecondary Education Data System 1996-97; (10) N87, 1986-87 National Postsecondary Student Aid Study (NPSAS-87); (11) OSB-NPSAS: 87, Out of School Borrowers; (12) NOB, 1989-90 NPSAS Graduate and First-Professional Students (NPSAS:90) (restricted); (13) NOU, 1989-90 Undergraduates (NPSAS:90) (restricted); (14) N93, 1992-93 National Postsecondary Student Aid Study (NPSAS:93) (restricted); (15) N96, 1995-96 National Postsecondary Student Aid Study (NPSAS:96) (restricted); (16) N2P, National Education Longitudinal Study 1988-1992 (restricted); (17) N2R, National Education Longitudinal Study 1988-92 (restricted); (18) NAP, National Education Longitudinal Study 1988-92 (restricted); (19) N4R, National Education Longitudinal Study 1988-94 (restricted); (20) NAL, 1992 National Adult Literacy Survey (restricted); (21) NLS, National Longitudinal Study of the High School Class of 1972; and (22) RCG, 1991 Recent College Graduates Study (restricted). (SLD)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum; *Educational Change; Educational Innovation; Elementary Secondary Education
IDENTIFIERS- *Reform Efforts

A central and repeated idea in education is the continuous need for change. This paper explores how to assess the ways change can be incorporated into the curriculum, and why stability is also important. The example of team teaching shows the way a concept may become accepted as a "fact" in spite of many weaknesses of the approach. Trends in education do not come and go rapidly, but fads do. Several examples are given of each, and suggestions are made for identifying what should be stable and what should be changed. Caution is recommended in adopting new ideas, but it is emphasized that educators must remain ready to accept changes that bring real benefits. The educator should stand firm until convinced that the reform is really headed in a positive direction. (Contains 12 references.) (SLD)

ED 443 857 TM 031 502

Huberty, Carl J.
An Approach to Annual Assessment and Evaluation of University Faculty.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Evaluation Methods; Higher Education; Resource Allocation; *Teacher Evaluation; Teacher Salaries

An approach used to determine some university faculty annual raises is described. Faculty assessment information is obtained by describing the calendar year activities of each faculty member in files dedicated to achievements, information related to instruction, and professional writings. Tabular summaries made from this information are also described. One summary pertains to instruction information, and the other describes research involvement and other professional activities. An annual evaluation procedure using these summaries is carried out by a Faculty Review Team and the Department Head. The method used to determine faculty raise allocations based on the evaluation ratings is presented, and difficulties and limitations of the approach are described. The use of a committee to serve as a review team gives the process more credibility, but the evaluation process remains difficult. (Contains 7 tables and 12 references.) (SLD)

ED 443 858 TM 031 503

O'Connell, Ann A.
Approaches to Assessment in Multivariate Analysis.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- *Ability; Democracy; Elementary Education; *Group Instruction; *Grouping (Instructional Purposes)

There is considerable debate in the educational literature about whether students of similar ability should be grouped together for instruction. Those who advocate keeping students uniform in academic achievement cite advantages to heterogeneous grouping and suggest it is the best way to bring all students to grade-level standards. Democracy as a way of life, however, should emphasize each person's achieving as much as possible, rather than being held to the standards of unifying a group through cooperative teaching. Advocates of grouping students over a continuum of ability stress the importance of respecting individual differences. Reconciling these points of view is a major dilemma in public education. (SLD)

ED 443 878   TM 031 523

Rolheiser, Carol; Bower, Barbara; Stevahn, Laurie
The Portfolio Organizer: Succeeding with Portfolios in Your Classroom.
PUB DATE- 00
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; Elementary Secondary Education; Models; *Performance Based Assessment; *Portfolio Assessment; Scoring; *Student Evaluation

This book provides educators with a flexible framework to guide decision making for effective and efficient use of portfolios in classrooms and schools. It targets major categories of decision making, as reflected in the first 10 chapters: (1) "Determining the Basics of Student Portfolios"; (2) "Selecting Categories for Entries"; (3) "Identifying Learning Expectations and Criteria"; (4) "Learning Samples"; (5) "Reflections"; (6) "Scoring and Organizing Portfolios"; (7) "Sharing the Learning"; (8) "Setting Goals"; (9) "Evaluation and Grading"; and (10) "Getting Started with Students." The final chapter, "Starting a Professional Portfolio," helps the educator prepare a portfolio for professional use. Twenty appendixes contain specific advice for some issues, sample forms and templates, and materials to promote reflection on teaching practice and assessment. (Contains 10 activity boxes, 34 figures, and 95 references.) (SLD)

ED 443 879   TM 031 524

Le, Vi-Nhuan
Identifying Differential Item Functioning on the NELS:88 History Achievement Test. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Femininity; Grade 10; *High School Students; High Schools; *Item Bias; Masculinity; *Sex Differences; *Test Items
IDENTIFIERS- Item Bias Detection; *National Education

goals. (SLD)

ED 443 899 UD 033 673

Henig, Jeffrey R.; Moser, Michele; Holyoke, Thomas T.; Lacireno-Paquet, Natalie; Holyoke, Thomas T.
Making a Choice, Making a Difference? An Evaluation of Charter Schools in the District of Columbia.
SPONS. AGENCY- Eugene and Agnes E. Meyer Foundation, Washington, DC.
PUB DATE- 99
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; Educational Change; Elementary Secondary Education; *Instructional Effectiveness; Public Schools; *School Choice; Urban Schools
IDENTIFIERS- *District of Columbia; Reform Efforts

This report is an assessment of the charter school program in the District of Columbia during the 1998-1999 school year. It provides descriptive information on public charter schools based on more than 70 interviews with school leaders, teachers, parents, charter advocates, and government officials. Findings show that charter schools in the District of Columbia have found an eager clientele. Although it was initially imposed by Congress, the charter school concept in many respects reflects the District's tradition of homegrown efforts to reform education through decentralization and choice. From the perspective of DC parents, the specific pedagogical and organizational distinctions among the charter schools may be less significant than the simple fact that they represent something different from their children's current schools. The smaller size and more intimate setting of charter schools may also contribute to their appeal. For those who fear that charter schools will cater to an already favored elite, the evidence from the District is generally reassuring. However, preliminary evidence suggests that charter schools will not produce the substantial cost-savings that some envisioned. Evidence does not suggest that parental involvement is higher for public charter schools, and it is too early to determine whether public charter schools have improved student achievement. Charter school progress in the District of Columbia suffers from breakdowns in communication and some bureaucratic tensions, but some of the tension is a predictable and perhaps unavoidable offshoot of the deliberately ambiguous nature of the charter concept. It is not yet clear whether charter schools will lead to the revitalization of the traditional public education system or its evisceration. Some recommendations are made for the cautious embrace of charter schools with targeted support and clear management policies. (Contains 9 figures, 4 tables, and 66 endnotes.) (SLD)

ED 443 900 UD 033 674

Lam, David
Generating Extreme Inequality: Schooling, Earnings, and Intergenerational Transmission of Human Capital in South Africa and Brazil. Research Report.
SPONS. AGENCY- Cape Town Univ. (South Africa).; Andrew W. Mellon Foundation, New York, NY.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 99
NOTE- 43p.

This report documents the experiences of low-income, never-married fathers who have children receiving public assistance and who are required to establish paternity and pay child support. Seventy-one fathers were interviewed either in focus groups or individually. Each father was asked to describe his relationship with his children, his experience with the child support enforcement system, and if legal paternity had not been established, why he had avoided it. In addition, a case study was conducted of one such father who had voluntarily sought to establish paternity and secure support and visitation orders. Findings show that for low-income, never-married fathers, paternity establishment is the trap door for Child Support Enforcement. Most of the fathers interviewed did not fear paternity establishment; they feared being held responsible for more than they could afford. For this reason, the paternity establishment rate for families dependent on public assistance has stayed relatively low despite streamlined administrative procedures for establishing paternity. A number of programs and demonstration projects show that fathers establish paternity if they have some guarantee that they will be able to manage the entire process and the risks that can accompany it. (Contains 14 endnotes.) (SLD)

ED 443 920   UD 033 703

Boggess, Jacquelyn
Questions and Answers for Noncustodial Fathers: A Question and Answer Resource on Paternity Establishment and Child Support.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Support; *Fathers; *Legal Responsibility; *Low Income Groups; Parent Responsibility; Urban Youth
IDENTIFIERS- *Noncustodial Parents; *Paternity Establishment

This document is designed to help men faced with the legal issues of paternity establishment and the child support system understand the processes and get an overview of the system. Because the laws of the individual states vary, the document is written in general terms and often indicates the circumstances under which the state law or policy will vary. Following a list of the top 10 things a man should understand about the child support system, the questions and answers cover paternity establishment, child support, and visitation and custody. (SLD)

ED 443 921   UD 033 704

Roulet, Marguerite
Negotiating the Child Support System: Report from a Discussion of Policy and Practice and Recommendations from a Discussion of Policy and Practice. Colloquium Series, 1998-1999.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Support; *Fathers; *Legal Responsibility; *Low Income Groups; Parent Responsibility; Urban Youth
IDENTIFIERS- *Noncustodial Parents; *Paternity Establishment

of current implementation for continued evaluation of the program. The report is also designed to inform Children and Youth Investment Partnership Investment activities, of which the DC 21st CCLC program is a part. The study was based on interviews with the 10 program coordinators and student participants at 10 DC 21st CCLC sites (between 7 and 12 students at each site). The investigation revealed that many key elements of the program have been implemented at all sites, with positive student reactions to activities, but lower than expected student enrollment. Appendixes contain a description of program activity characteristics and the program coordinator interview protocol. (Author/SLD)

selected variables of ARL university libraries for 1997-98 and Ph.D., faculty, and enrollment statistics are given, followed by 18 rank order tables of university libraries for 1997-98. The ARL Statistics Questionnaire, footnotes to the ARL statistics, a list of ARL member libraries, and bibliography are included at the end of the document. (AEF)

ED 443 442 IR 057 885

Gedeon, Randle
Getting the Word Out: Publicizing and Teaching a New Online Library System.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Information Systems; *Library Automation; *Library Development; *Library Instruction; Library Planning; Library Services; *Publicity
IDENTIFIERS- *Western Michigan University

When a new library system, WestCat, was installed in the Western Michigan University Libraries (August 1998), an initiative was undertaken to announce its arrival, establish its identity, and train the university community in its use. To promote this initiative, two committees were broadly charged with the responsibilities of publicity and instruction. This paper first describes the materials and approaches used in publicity that included: campus publications; promotional giveaways; World Wide Web-based announcements; traditional advertising; handbills; table tents; bookmarks; letters from the Dean; Frequently Asked Questions posted on the library homepage; the keyboard calendar distributed at campus events; and an insert in the campus newspaper. The second part of this paper focuses on the instructional initiative, for which a three-prong approach was proposed: (1) infuse WestCat into traditional library instruction forums; (2) liaison with academic departments, emphasizing the new system and its greater functionality; and (3) deliver a series of drop-in sessions taught by the library faculty and administration. The nine sections of the instructor's script that was developed to accompany the sessions are outlined, followed by discussion of attendance, specific impressions of the library faculty teaching the sessions, and future suggestions. Sample publicity materials are appended. (AEF)

ED 443 443 IR 057 886

Library of Virginia Annual Report, July 1, 1997-June 30, 1998.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Library Acquisition; Library Automation; Library Collections; Library Funding; Library Materials; Library Services; Library Technical Processes; Outreach Programs; Public Libraries; Records Management; State Aid; *State Libraries

This annual report details the activities and accomplishments of the Library of Virginia for the 12-month period ending June 30, 1998. Following letters from the Chairman and the State

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Board of Education Policy; *Community Colleges; Educational Administration; *Educational Finance; *Educational Policy; *Governance; Politics of Education; *State Boards of Education; Two Year Colleges
IDENTIFIERS- *Illinois Community College Board

This document presents the administrative rules of the Illinois Community College Board (ICCB). Subpart A, the Illinois Community College Board Administration, presents items such as definition of terms, advisory groups, manuals, appearance at ICCB meetings, advisory opinions, recognition, and appeal procedure. Subpart B, Local District Administration, looks at reporting requirements, certification of organization, delineation of responsibilities, and maintenance of documents or information. Subpart C, Programs, discusses items such as term definitions; program requirements; statewide and regional planning; college, branch, campus, and extension centers; reporting requirements; and course classification and applicability. Subpart D, Students, describes admission of students, academic records, student evaluation, student services, and reporting requirements. Subpart E, Finance, details items such as financial planning, audits, budgets, credit hour grants, uncollectable debts, student tuition, published financial statements, special population grants, chart of accounts, retirees health insurance grants, special initiatives grants, deferred maintenance grants, and technology enhancement grants. Subpart F, Capital Projects, addresses approval of capital projects, state-funded capital projects, and demolition of facilities. Subpart H, Personnel, outlines term definitions and sabbatical leaves. Appendix A, Public Access to Information, includes information requests and minutes of closed sessions. Appendix B, Americans with Disabilities Act Grievance Procedures, presents purpose, definitions, procedure, designated coordinator level, final level, accessibility, and case-by-case resolution. (VWC)

ED 443 463 JC 000 484

Daniel, Clifton Truman, Ed.; Hastings, Janel Henriksen, Ed.
Building Successful Relationships between Community Colleges and the Media. New Directions for Community Colleges, Number 110. The Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 91p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; Educational Cooperation; Institutional Advancement; *Institutional Cooperation; *Mass Media Effects; *Mass Media Role; *Partnerships in Education; *School Business Relationship; Two Year Colleges

This edition of New Directions for Community Colleges describes current relationships between two-year colleges and the media across the country. The issue addresses three themes: the history of community colleges' relationships with press members; media's relationships with community college practitioners; and strategic college marketing through media outlets. This issue contains the following articles: "Community

ED 443 483 JC 000 519

Agreement by and between the County of Rensselaer and the Board of Trustees of Hudson Valley Community College as Co-Employers and the Hudson Valley Community College Department Chairpersons Faculty Association.
PUB DATE- 98
NOTE- 33p.; Reproduction quality of original document is poor.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Department Heads; Educational Policy; Employment; *Faculty College Relationship; *Labor Legislation; Negotiation Impasses; Two Year Colleges
IDENTIFIERS- *Hudson Valley Community College NY

This document is comprised of articles of agreement by and between the County of Rensselaer and the Board of Trustees of Hudson Valley Community College as co-employers and the Hudson Valley Community College Department chairpersons Faculty Association ("association"). The contract addresses topics such as requirements of legislative action, management rights, recognition and dues deductions, non-discriminatory application, professional obligations, textbooks, supplies, records, and materials, professional positions, appointments to professional staff, salaries, evaluation procedures, non-reappointment, dismissal, voluntary termination and retrenchment, academic rank, leaves, insurance, facilities, department chairpersons' association business, miscellaneous provisions, grievance procedure, and re-negotiation. The association has been lawfully designated as exclusive representative for the purpose of collective negotiation including department chairpersons, curriculum coordinators, and administrative assistants. Department chairpersons are entitled to full freedom in research and in publication of the results, subject to the adequate performance of their other academic duties; but independent research for personal pecuniary return performed in connection with assigned duties or requiring the use of college facilities, equipment, and supplies shall be based upon a written understanding with the President of the College or his or her designee. Department chairs of the rank of instructor shall, upon attaining tenure, be promoted to the rank of assistant professor. (JA)

ED 443 484 JC 000 520

Agreement by and between the County of Rensselaer and the Board of Trustees of Hudson Valley Community College as Co-Employer and the Hudson Valley Community College Faculty Association.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; Educational Policy; Employment; *Labor Legislation; *Labor Relations; *Negotiation Impasses; Two Year Colleges
IDENTIFIERS- *Hudson Valley Community College NY

This document is comprised of articles of agreement and addenda by and between the County of Rensselaer and the Board of Trustees of Hudson Valley Community College as co-employer and the Hudson Valley Community Faculty Association ("association"). The articles address topics such as

Performance Factors; Poverty; Sex Fairness; Well Being
IDENTIFIERS- Indicators; *Maternal Health; *United Nations Convention on Rights of the Child

This report brings together the latest available statistics to record national achievements in child survival, health, nutrition, education, family planning, and progress for women. Each section contains a commentary and a presentation of related statistics. Following an introduction by UNICEF executive director Carol Bellamy, the commentaries are: (1) Women--"A Failure of Imagination" (Peter Adamson); (2) Nutrition--"The Asian Enigma" (Vulimiri Ramalingaswami, Urban Jonsson, and Jon Rohde); (3) Health--"Unfinished Business" (Monica Sharma and James Tulloch); (4) Education--"Keeping Girls in School" (Patricia Lone); (5) the U.N. Convention on the Rights of the Child--"National Performance Gaps" (Partha Dasgupta); and (6) The Industrial World--"Beyond Basics" (Peter Adamson). Each commentary is followed by a table profiling world nations in that particular area. The report concludes with a summary of social indicators for less populous countries and a statistical profile of world nations. (HTH)

ED 443 505 PS 025 072

Bellm, Dan
A Trainer's Guide to El Comienzo & Esto Es Familiar: Keys to Training Spanish-Speaking Family Day Care Providers.
PUB DATE- 94
NOTE- 255p.; For family day care handbook, see PS 025 070.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Literacy; Child Health; Course Descriptions; Curriculum Design; Day Care; Early Childhood Education; *Family Day Care; Learning Activities; *Learning Processes; *Professional Training; Program Development; Program Evaluation; *Spanish Speaking; Teaching Methods
IDENTIFIERS- California Child Care Initiative; *Caregiver Training

This set of manuals was developed by the California Child Care Initiative for the training of Spanish-speaking family day care providers. The English-language trainer's guide has been designed to accompany "El Comienzo" ("The Beginner") and "Esto Es Familiar" ("It's a Family Affair"). The Spanish-language "El Comienzo" is an information kit focusing on the business and licensing aspects of starting a family day care program, while "Esto Es Familiar" covers the provider's daily work with parents and children by means of a series of folders detailing self evaluation, effective practices, and facilities planning. The first two chapters of the trainer's manual provide an overview of training methods and logistics. Chapter 1 emphasizes active learning as the most effective way to motivate and empower adults to learn and succeed. Chapter 2 describes the various practical matters of setting up a training program, such as assessing community training needs and barriers, scheduling, course formats and outlines, and evaluating the program's success. Chapter 3-10 are devoted to subject areas that correspond to the folders of "El Comienzo" and/or the chapters of Esto Es Familiar," including the following topics: "Getting Started," "Effective Business Practices in Family Day Care," "Planning a Child Care Environment," "Working with Parents," "Working with Children," "Health and Safety," "Food and Nutrition," and "Your Child Care completed daily by each student. The traditional kindergarten classroom uses the same daily center plans; however, the two computers in this classroom are used for free exploration and play after the other centers have been completed. Both the treatment (computer) and the control (traditional) groups were given the Bracken Basic Concept Scale test as a pretest, and 6 weeks later as a posttest. Statistical analysis of the data revealed a significant difference between the gain scores of the control group and the gain scores of the treatment group. Findings indicated that kindergarten students involved in daily, structured computer activities have a more significant increase in concept age than those kindergarten students in a more traditional setting. (Contains 52 references.) (Author/EV)

ED 443 524 PS 028 656

Lewis, Barbara A.
Being Your Best: Character Building for Kids 7-10 and Leader's Guide.
PUB DATE- 00
NOTE- 323p.; Edited by Marjorie Lisovskis.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Child Safety; *Children; Citizenship Education; Cooperation; Elementary Education; *Elementary School Students; Family Relationship; Friendship; Honesty; Leaders Guides; *Parent Child Relationship; Peer Relationship; Safety; Self Evaluation (Individuals); Student Responsibility; *Values Education
IDENTIFIERS- Caring; *Character Development; *Character Education; Fairness; Forgiveness; Respect

Suggesting that a good character can be a child's most important safeguard against life's vicissitudes, this book for 7- to 10-year-olds with accompanying leader's guide for adults helps children understand that their choices make a difference, that every child has what it takes to be his or her best, and that learning how to strengthen character muscles can be fun. The 11-chapter children's book introduces the concept of character development and covers the following 10 areas: (1) caring; (2) citizenship; (3) cooperation; (4) fairness; (5) forgiveness; (6) honesty; (7) relationships with family and friends; (8) respect; (9) responsibility; and (10) safety. The book features self-quizzes that help children identify their character strengths and weaknesses, and includes cartoons, suggested readings, practical advice, and inspiring stories of children who are at their best when they reach out or stand up for what they believe in. The accompanying leader's guide is directed to educators and parents, and includes activities, questions, reproducible pages, resources, quotations, definitions, and a glossary, all of which reinforce and expand the character lessons. The format of the lessons in the leader's guide closely follows the elements of the chapters in the children's book: (1) reading review, including questions that facilitate a discussion of a character trait; (2) character dilemmas, providing discussion and role-playing ideas; (3) instructions for activities from the children's book; (4) additional group activities not provided in the children's book; (5) resources, including books and organizations of interest; and (6) looking ahead, providing suggestions for checking children's progress, and planning for the next lesson. (KB)

LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Class Organization; Classroom Environment; Classroom Techniques; Comparative Analysis; Decision Making; Early Adolescents; *Educational Environment; Educational Policy; *Institutional Characteristics; *Middle Schools; *Public Schools; School Administration; Student Needs; Teacher Attitudes; Teacher Qualifications; Teaching Methods
IDENTIFIERS- School Based Services

Prompted by widely held concerns about middle schools' academic rigor and the effectiveness of activities designed to help early adolescents develop in non-academic realms, many middle school educators have renewed efforts to develop curricula and instructional strategies that challenge students academically and expand their intellectual interests, to ensure that teachers receive appropriate training to meet student needs, and to create more nurturing and supportive environments. This report uses data from the Schools and Staffing Survey and the accompanying Teacher Follow-Up Survey to describe various aspects of middle schools, examine how they have changed over time, and compare middle schools with elementary and secondary schools. Following an introduction exploring policy issues related to middle schools, the report examines data in the areas of: (1) organization of schooling, including locations, size and other characteristics, and classroom organization and class size; (2) programs and services, including health-related services; (3) decision making and management, including site-based decision making and principals' and teachers' perceptions of their influence; (4) staffing, including qualifications, teacher workload, and staff turnover; and (5) school climate, including teacher satisfaction, and teachers' and administrators' ratings of problems at their schools. The concluding section of the report explores areas for future research. Tables and notes are appended. (Contains 66 references.) (HTH)

ED 443 543 PS 028 703

Worobey, Harriet S.; Cohen, Sherry; Kempner, Carol; Worobey, John
Picky Eaters: Relating Parental Perceptions in Fruit and Vegetables Consumption.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; Comparative Analysis; *Eating Habits; *Food; *Nutrition; *Parent Attitudes; *Parents; *Preschool Children; Preschool Education
IDENTIFIERS- *Food Preferences; Fruits; Project Head Start; Vegetables

Although consuming five servings each day of fruits and vegetables has been designed as a national nutritional goal, there have been few studies of fruit and vegetable intake among 3- to 5-year-olds, even though this age group may benefit from nutrition intervention and education. This study examined the views of 55 Head Start families and 75 families of children in a university laboratory school regarding their child's daily study to examine the 41 two- and four-year early childhood teacher preparatory institutions in Massachusetts, using these 5 "essentials for excellence." Those characteristics are: (1) interdisciplinary preparation for diverse early childhood settings; (2) a system that balances specialized preparation with realism and accessibility; (3) faculty with resources to prepare tomorrow's professionals; (4) structures and processes to support and sustain innovation; and (5) tools to define, recognize, and assess high quality early childhood teacher preparation. This proposal outlines the conceptual framework to be used in the study, examines the impact of educational reform in Massachusetts, and identifies two major research questions: (1) Do early childhood teacher preparatory programs in 2- and 4-year institutions of higher education support those elements which research has deemed essential for excellence? If not, which elements are supported and which are not? Where are there gaps? (2) What are the characteristics of promising models in Massachusetts? The proposal also examines events leading to the current national focus on early learning, including government-led education reforms, teacher testing, structural and process elements of early education and care programs, components of professional practice, and the role of early experiences in brain development. The methodology of the proposed study is detailed, along with data analysis methods, and limitations and significance of the study. Appended is a list of the Massachusetts early childhood teacher preparation programs. (Contains approximately 80 references.) (KB)

ED 443 563 PS 028 726

Coleman, John
Key Data on Adolescence.
PUB DATE- 99
NOTE- 110p.; Research by Helen Richardson and Ian Vallender.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Attitudes; Adolescent Behavior; *Adolescent Development; *Adolescents; Child Health; Crime; Demography; Employment; Enrollment; Foreign Countries; Mental Health; Secondary Education; Sex Differences; Sexuality; *Social Indicators; Tables (Data); Trend Analysis; Youth Problems
IDENTIFIERS- Europe; Indicators; United Kingdom

In order to counteract widespread stereotyping of adolescents and to provide a historical perspective on the lives of youth in Great Britain, this report compiles statistical data in six areas regarding adolescents and youth. Chapter 1, "Population, Families and Households," presents information on the population of the United Kingdom including age distribution of various racial/ethnic groups, discusses trends in marital stability and partnerships and parenthood outside marriage, and provides information on children/youth receiving out-of-home care. Chapter 2, "Education, Training and Employment," presents information on trends in educational attainment since the early 1980s, permanent exclusions (expulsions) from school, secondary education participation, and youth employment, with regional or sex differences highlighted. Chapter 3, "Physical Health," contains information on youth mortality and its causes, reasons for consulting with a physician, youth attitudes toward primary health care services, and information on dieting, drug or alcohol use, cigarette smoking, and sports and physical child observations in the interview data set, as were implications for theoretical understanding of variables contributing to parents' involvement decisions. Based on findings, suggestions were devised for teachers and parents wishing to increase the incidence and effectiveness of parents' involvement in their elementary children's education. (Contains 33 references.) (Author/KB)

ED 443 582 PS 028 745

Beath, Linda S.; Bowman, Andrea C.
Silver Threads among the Gold: An Exploration of Elementary Schools' Learning Environments.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *College Students; *Educational Environment; Elementary Education; Higher Education; Qualitative Research; Student Attitudes; Student Journals; *Teacher Education Programs
IDENTIFIERS- Ecological Perspective; *Field Based Programs

This qualitative study used an ecological approach to explore teacher education students' experiences in elementary learning environments and the meaning placed upon those experiences by the students. Participating in the study were 24 university students in their first quarter of a field-based teacher preparation program. Data were obtained from 11 of the students' focused journal entries. Journal entry texts were analyzed and categorized as illustrating one of six characteristics of classrooms: immediacy, publicness, history, multidimensionality, unpredictability, and simultaneity. Further analysis focused on finding patterns that emerged from the classroom characteristics. Findings suggested that many classroom experiences reflected elements of more than one characteristic and that the characteristics were not independent of one another. Stories from students' journals highlighted the ways students encountered and experienced the elementary classroom environments. Discussion of the findings focused on whether the university learning environment can provide the rich context in which students can experience, act, reflect, and react to events that simulate the six classroom characteristics. It was concluded that each characteristic has elements or aspects that probably can be addressed in university-based programs through the use of case methods and story telling. In-depth practice and application can most reliably occur as a result of field experiences where students can directly encounter the often hectic and chaotic nature of elementary classrooms. (The focused journal format is appended.) (KB)

ED 443 583 PS 028 746

Wilford, Sara
From Play to Literacy: Implications for the Classroom. Occasional Paper No. 2.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Canada Natives; Culturally Relevant Education; Foreign Countries; Higher Education; *Partnerships in Education; Preservice Teacher Education; *School Community Relationship; Student Teachers; *Teacher Education Programs; *Tribally Controlled Education
IDENTIFIERS- Ontario; *Queens University of Kingston (Canada)

The Aboriginal Teacher Education Program (ATEP) at Queen's University (Ontario) delivers two models of teacher education. One is community-based, part-time, and for Aboriginal students only, who may enter with a secondary school graduation diploma or equivalent. The second is campus-based, full-time, and open to both Aboriginal and non-Aboriginal students with an undergraduate degree. Graduates of both components are eligible for teaching certification within Ontario. Native communities maintain control and direction over the community programs, and ATEP goes only where it has been invited. Once invited, ATEP personnel and First Nations personnel identify stakeholders within the community to serve on the Program Management Committee (PMC). The PMCs direct program financing, content, scheduling, delivery, and staffing, and are responsible for any political lobbying and for providing support and advocacy for grant proposal submissions. They also have input into issues of Aboriginal education affecting the larger university community through the Aboriginal Council of Queen's. Another way that First Nations communities maintain control over the community-based programs is by employing the on-site coordinator, a position jointly funded and defined by the PMC, ATEP, and local education institutions. Challenges faced by ATEP include going beyond the inclusion of cultural information in preexisting structures to formulate a uniquely Aboriginal way of schooling, and convincing non-Aboriginals that Aboriginal people themselves should decide what their educational needs are. Appendix contains PMC terms of reference. (TD)

ED 443 601 RC 022 021

Building Partnerships in Polar Research and Education. Report from the Arctic Science Education Workshop (New Orleans, Louisiana, April 6-8, 1997).
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 43p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; American Indian Education; Culturally Relevant Education; *Curriculum Development; Distance Education; Elementary Secondary Education; *Environmental Education; *Partnerships in Education; School Community Relationship; *Science Education; Workshops
IDENTIFIERS- Alaska; Antarctica; *Arctic; Indigenous Knowledge Systems; *Teacher Researcher Cooperation

To examine the role of arctic science in U.S. primary and secondary education, 58 teachers, researchers, and curriculum specialists met in a workshop in April 1997 in New Orleans. The workshop sought to provide a forum for development of K-12 educational materials investigating the Arctic and to bring current research activities into K-12 classrooms in arctic communities. Although the primary focus was on arctic science the first comprehensive assessment and comparison of the incidence of substance abuse by population centers. Chapter 1 outlines statistics on the use of various illicit drugs, alcohol, and tobacco in 1998-99 by eighth-graders and adults in large metro, small metro, and rural areas; trends from 1975-99 in the use of marijuana, cocaine, and heroin; rural-urban differences in risk factors linked to substance abuse; and the supply of drugs in metro and rural areas. Chapter 2 focuses on methamphetamine, which has been spreading rapidly into rural America. This chapter outlines meth use among youth and adults, trends, regional differences, and supply characteristics. Chapter 3 addresses the consequences of substance abuse in terms of crime, health, worker productivity, families, and impact on governmental systems, and the lack of services and resources in small cities and rural areas to deal with substance abuse and its consequences. Chapter 4 describes promising strategies in raising public awareness, making better use of local resources, and improving prevention and treatment. Chapter 5 outlines the need for federal aid. (Contains extensive references.) (SV)

ED 443 619 RC 022 484

Partington, Gary; Richer, Kaye; Godfrey, John; Harslett, Mort; Harrison, Bernard
Barriers to Effective Teaching of Indigenous Students.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999). References not included in this copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Bureaucracy; *Educational Environment; Elementary Education; Elementary School Teachers; Foreign Countries; *Indigenous Populations; Parent School Relationship; *Politics of Education; Racial Bias; *School Culture; Teacher Administrator Relationship; *Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Aboriginal Australians; Australia (Western Australia)

This study of the classroom practice of an elementary school teacher of Aboriginal students in Western Australia demonstrates the way in which teacher intentions are hindered by the sociopolitical context of the school. The teacher had been identified by the school as a successful teacher of Indigenous students and was accepted by Aboriginal parents as such. The situation in which he worked, however, was not conducive to the establishment of effective strategies for communication or better relationships with parents and the community. Findings from observations of classroom events and interviews with the teacher, students, and other key participants indicated that the teacher was unable to translate good intentions into satisfactory outcomes for Aboriginal students because the teacher's own value system differed markedly from those of his students; the principal constructed an environment that reflected the dominant culture and did not welcome Indigenous students and parents; the teacher was also deputy principal, and was identified with the administration by the parents, resulting in parent alienation; the school did not have the infrastructure to support teachers' efforts to provide

Project Adventure, the Association for Challenge Course Technology, and The Internet Bookstore. Addresses and Web sites are included. Books, journals, and other publications that address games, environmental issues, special populations, educational pursuits, corporate programs, and facilitation are listed, and significant publications are named. Adventure training programs and educational workshops in outdoor adventure and recreation are also identified. Advice for those in the adventure/outdoor education field includes reading everything possible about the field, volunteering at existing organizations, sharing information and experiences, giving credit where it is due, joining professional organizations in the field, visiting other local programs, finding a mentor, having lunch with others in the field, going outside one's comfort zone, learning from one's mistakes, getting additional training, and showing respect. (TD)

ED 443 637 RC 022 540

Satz, Jay A.; McEvoy, David; Merrill, Kurt
Managing Field Evacuations.
PUB DATE- 99
NOTE- 11p.; In: Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, WY, November 1-6, 1999); see RC 022 528.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accidents; *Decision Making; First Aid; Group Dynamics; Outdoor Activities; *Outdoor Leadership; *Rescue; Risk Management; Safety; *Stress Management; *Wilderness
IDENTIFIERS- *Debriefing

In the event of a debilitating injury or illness, outdoor leaders should consider four critical phases in successfully managing backcountry field evaluations. The first phase, managing the immediate scene, involves assuring scene safety, medical care of the patient, instituting the emergency response plan, and providing for the needs of uninjured group members. Outdoor leaders must put aside distracting emotions and concerns, such as pity, fear, guilt, and the potential for professional and legal consequences, and focus on the task at hand. The next phase is consideration of the evacuation spectrum, from no evacuation to litter-carry or outside intervention such as a helicopter evacuation. Eight evacuation criteria assist in the decision, but the basic rule is: when in doubt, get the patient out. Continual reassessment of the weather, the group members' condition, and the patient's condition is necessary. The phase of transferring the patient to professional rescuers involves accurately communicating what happened and the leader's expectations to the rescuers, dealing with emotions surrounding separation of the patient from the group, and providing support to the patient after evacuation. The final phase is managing stress in the leader, the group, and the patient during the incident and upon conclusion of the evacuation. Leaders and group members should participate in Critical Incident Stress Debriefing, even if the outcome of the incident was successful. (TD)

ED 443 638 RC 022 541

fostered and frustrated the collaborative work. (Author/CCM)

ED 443 656 SE 063 601

Crawford, Barbara A.
Teaching through Inquiry: A Novice Teacher's Authority of Experience.
PUB DATE- 99
NOTE- 46p.; "This research was supported in part by a grant from Oregon State University to support faculty research."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Educational Change; Elementary Secondary Education; Field Experience Programs; Higher Education; *Inquiry; Science Education; *Student Teachers; *Teacher Education

Recent science education reforms have advocated inquiry-based instruction in which teachers engage students in scientific investigations and problem-solving situations as an important strategy. This study describes the background and beliefs of a preservice teacher who appears above average in her ability to create and carry out inquiry-based instruction. The study also explores the changes this teacher undergoes in her thinking and teaching as she encounters obstacles throughout the course of a year. Implications for teacher education programs are suggested, including the need to engage preservice teachers in an ongoing endeavor to focus on inquiry in teaching. Using a case study approach, this research simultaneously examines a preservice teacher's planning and the reasons behind her planning, her interaction with students, reflections before and after lessons, and her reflections the year following her one year of field experience. (Contains 41 references.) (CCM)

ED 443 657 SE 063 617

Gilbert, Steven W.
The Model as a Vehicle for Understanding the Nature and Processes of Science.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Methods Courses; *Models; Preservice Teachers; *Science Education; Scientific Literacy; *Scientific Principles; *Student Teacher Attitudes; *Teaching Methods

This paper presents three reasons why teachers should understand and actively use models and model building to frame science. First, science model building and testing is the heart of scientific enterprise, and understanding of the process is crucial for developing scientific literacy. Second, models are a familiar framework through which to understand and explain knowledge from the constructivist perspective. Third, the process required for developing models corresponds to the processes of active learning in science. A rationale for models based on science and science education is briefly introduced. The impact of a model building theme in an elementary science methods courses on the knowledge and attitudes of prospective science teachers is also discussed. (Contains 19 references.) (CCM)

Saam, Julie; Boone, William J.; Chase, Valerie
A Snapshot of Upper Elementary and Middle School Science
Teachers' Self-Efficacy and Outcome Expectancy.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Ethnicity; Faculty Development; *Master Teachers; Middle Schools; *Science Instruction; *Science Teachers; *Self Efficacy; *Socioeconomic Influences

The goals of this research were to: (a) investigate the mechanism by which master science teachers instruct peers, and (b) explore ways of optimizing professional development for science teachers sustained over time. One component of the data collection involved evaluating local teachers who attended outreach provided by master teachers. The local teachers completed a survey during outreach and again approximately one year later. Master teachers presented the outreach in districts throughout the United States. The local teachers provided data concerning self efficacy, outcome expectancy, and ethnicity as well as the approximation of their own students' economic status, geography, and ethnicity. Analysis of this data provides important guidance that educators can use to improve science summer institutes and, most importantly, to better understand those science teachers who may commonly attend outreach provided by master science teachers but who do not, for whatever reason, attend multiple-week summer institutes. From the results, it is concluded that the outcome expectancies of teachers were not dependent upon their students' economic level, geography, or ethnicity. Also, the teachers' self-efficacies were not dependent upon their students' geography or ethnicity; however, local teachers that classified their students as from a middle/upper income background had a higher self-efficacy when compared with local teachers who classified their students as poverty/low income. (ASK)

ED 443 686 SE 063 799

Baird, Bill; McClary, Susan
Integrated Science and Math for Junior High Teacher Preparation:
Staff Development as a Continual Process.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 98
NOTE- 12p.; Additional funds provided by Auburn City Schools.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Constructivism (Learning); Grade 8; Junior High Schools; Mathematics Education; Mentors; *Preservice Teachers; *Professional Development; *Science Education; Science Teachers; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Auburn University AL

This paper presents a project description of efforts to improve preservice teacher education programs. The project focuses on two aspects. The first aspect probes Auburn Junior High School eighth-grade students and Auburn University preservice teachers, while the second probes Auburn Junior High School faculty and Auburn University faculty. The necessity of starting professional development before certification as a teacher is advocated. Two interdependent timelines of the project are provided. (YDS) that used "Multiplication Puzzles" on the computer, whereas mean scores for the pencil and paper group did not indicate a significant improvement in the development of their multiplication skills. (Contains 41 references.) (Author/YDS)

ED 443 707   SE 063 898

Bennett, Julie McLean
Students Learning Science through Collaborative Discussions on Current Events in Science.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Current Events; Epistemology; Experiential Learning; Graduate Study; Higher Education; Primary Education; *Science and Society; Sciences; Social Sciences; Student Attitudes; *Teacher Role; Technology
IDENTIFIERS- Conceptual Change; Science Technology and Society Courses

After participating in a graduate level Science, Technology, and Society course, a third grade teacher utilized constructivist approaches with her students to foster life-long learning. The focus of this paper is how students searched for patterns while participating in collaborative discussions focused on current events in science. The tools in both the graduate level and elementary school classrooms included student-selected newspaper and magazine articles on science topics, follow-up internet searches, and current event summaries. After students presented their learning, collaborative classroom discussions took place with students looking for patterns in their learning while they recorded reflections in their science journals. The teacher used qualitative research methods in an attempt to reveal students' construction of knowledge and to solidify her own role as facilitator in the learning process. Results suggest that students view learning as more valuable when the teacher seeks out students' ideas. The students' experiences and interests drive the lessons with students seeking resources and information to solve real world problems. These practices are instrumental in cultivating learning that extends beyond the classroom walls. (Contains 32 references.) (Author/YDS)

ED 443 708   SE 063 900

Bianchini, Julie A.; Whitney, David J.; Breton, Therese D.; Hilton-Brown, Bryan A.
Inclusive Science Education: Scientists' Views and Instructional Practices.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Cultural Pluralism; Equal Education; Ethnicity; *Faculty Development; Higher Education; Racial Bias; *Science Curriculum; *Science Teachers; *Scientific Principles; *Sex Differences

Education; Foreign Countries; Higher Education; *Instructional Effectiveness; Instructional Innovation; *Multimedia Instruction; Multimedia Materials; Teaching Methods
IDENTIFIERS- *Brazil

This paper presents an experience with the development of multimedia systems for power systems education. An application of a multimedia course titled "Electrical Energy Generation" is also described. The main conclusions of this experience are discussed, emphasizing the most relevant aspects to be considered in the development of further similar systems. (Author/WRM)

ED 443 732 SE 064 012

Kroger, Harry
The IEEC: Combining Research, Education and Economic Development.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Economic Impact; *Electronics; Engineering Education; Higher Education; Industry; *Partnerships in Education; Program Effectiveness; *Research and Development; *School Business Relationship; Technology Transfer
IDENTIFIERS- National Science Foundation; *New York

This report outlines the history, goals, accomplishments, productivity, and future plans of the Integrated Electronics Engineering Center (IEEC), a state industry university cooperative research center located at the State University of New York at Binghamton. The paper contains a chart that summarizes seven projects that have been supported for more than two years, which confirms that IEEC research projects are not only short term. (WRM)

ED 443 733 SE 064 020

Brownlow, Sheila; Rogers, Molly I.; Jacobi, Tara
Science Anxiety as a Function of Personality, Gender Roles, Experience with Science.
PUB DATE- 00
NOTE- 46p.; Portions of this work were presented at the Annual Meeting of the Southeastern Psychological Association (43rd, Atlanta, GA, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Ability; Females; High Schools; Higher Education; Males; Mathematics; *Science Education; *Science Interests; *Sex Differences; Sex Role; Technology
IDENTIFIERS- Multidimensional Multiattributional Causality Sc; Perfectionism; *Science Anxiety

This study examined the influence of gender and various background and personality factors on science anxiety. Students (50 women, 37 men) took the Science Anxiety Scale (Mallow, 1994), provided information about high-school and college academic accomplishments, described gender-role stereotyping in the home, evaluated their science teachers and experiences, and completed indicates of personality. These latter measures included Fear of Negative Evaluation (Leary, 1990), and (13) "Advocacy Tips." The guide's lesson plans outline standards, educational objectives, materials needed, prior knowledge and experience needs, procedures, indicators of success, and follow-up. The celebration's theme has been retained and updated from last year, as a "wonderful way to move into the new millennium." (BT)

ED 443 755 SO 031 715

Abrahamson, Brant; Smith, Frederick C.
The Decalogue: Bible Scholarship for Use Today.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biblical Literature; *Controversial Issues (Course Content); *Historical Interpretation; Moral Issues; *Religion Studies; Secondary Education; Social Studies; Thematic Approach
IDENTIFIERS- *Ten Commandments

Decalogue in Greek means ten words. Some scholars think that the Decalogue began as a list of very short moral sayings that existed long before the Bible time of Moses. This lesson presents two understandings of the Decalogue. A biblical view is followed by a scholarly view. Students read through Decalogue versions that are found in Exodus chapters 20 and 34, Leviticus chapter 19, and Deuteronomy chapter 5. They trace these commandment ideas as they are found in the New Testament. This study sets the stage for discussions about whether highly edited lists of the Ten Commandments should be endorsed by local, state, or national governments, including postings in public schools. The study consists of a student text that can be easily duplicated, a footnoted teachers edition of the text, a source analysis section, an activities for teachers and students sheet, an appendix on "The Religion of Zoroaster," and a 17-item bibliography. (BT)

ED 443 756 SO 031 723

Morocco and Senegal: Faces of Islam in Africa. Fulbright-Hays Summer Seminars Abroad, 1999 (Morocco and Senegal).
PUB DATE- 99
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Developing Nations; Elementary Secondary Education; Fine Arts; Foreign Countries; *Global Education; Higher Education; Islamic Culture; *Muslims; *Non Western Civilization; Social Studies
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Morocco; *Senegal

These projects were completed by participants in the Fulbright-Hays summer seminar in Morocco and Senegal in 1999. The participants represented various regions of the United States and different grade levels and subject areas. The 13 curriculum projects in the collection are: (1) "Doorway to Morocco: A Student Guide" (Sue Robertson); (2) "A Social Psychological Exploration of Islam in Morocco and Senegal" (Laura

PUB DATE- 00
NOTE- 10p.; For earlier version, see ED 411 167. Originally published as "Vicarious Violence on TV," Technical Assistance Bulletin #16 has been updated to address additional electronic media and related resources.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Cultural Influences; Elementary Secondary Education; Instructional Materials; *Law Related Education; *Mass Media Effects; Mass Media Role; Programming (Broadcast); Social Attitudes; *Social Control; Social Influences; Social Problems; Social Studies; Television Research; *Television Viewing; *Violence
IDENTIFIERS- Media Education; *Media Imagery

This technical bulletin poses questions of concern to law-related educators (LRE) and citizenship educators working to reduce violence among students and the larger community. Maintaining that the sociological implications of violence on television and in video games should be a serious concern to all educators, the bulletin describes the importance of the television media, examines the effects of violent television programs and video games, and discusses possible implications for LRE educators. The bulletin suggests the following instructional approaches in discussing with students the prevalence of media violence and how to practice critical thinking in evaluating television programs and video games: (1) First Amendment freedom of speech; (2) using the V-chip; (3) critical analysis; (4) redesigning programs to present fewer sounds and scenes of violence; (5) awareness of market share; and (6) activities involving the family and community. Contains 22 references and a 14-item annotated resource list for teachers and parents. (BT)

ED 443 777 SO 032 080

Vontz, Thomas S.; Nixon, William A.
Teaching about Presidential Elections. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Citizenship Education; *Elections; Law Related Education; *Presidential Campaigns (United States); Secondary Education; Social Studies
IDENTIFIERS- ERIC Digests

Although elections are an annual theme in many social studies classrooms, presidential election years prompt increased interest among students in the electoral process and offer an opportunity to teach about a national election as it happens. This ERIC Digest describes the legal requirements and traditions of U.S. presidential elections, processes by which people seek and gain the office of president, and resources for teaching about presidential elections including: requirements and traditions of presidential elections; becoming President of the United States; World Wide Web resources for teaching about presidential elections; and the 2000 U.S. presidential election. (LB) provides information on subject code and title; subject definition; subject credit; license type; license code; licensure area; certificate type; certificate code; and certificate area. (SM)

ED 443 797 SP 039 353

Mitchell, Greg
Joy in Mudville. A Little League R Memoir.
PUB DATE- 00
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Baseball; Children; *Fathers; *Males; *Parent Child Relationship; Parent Role
IDENTIFIERS- *Little League Baseball

This book chronicles the author's experiences managing his son's wildly unpredictable Little League baseball team, exploring the pleasures and pitfalls of adult involvement in Little League, a game played by, and meant for, children. The book examines timely issues surrounding youth baseball today. Through interviews with parents, opposing coaches, major league players, and celebrity Little League fathers (e.g., Bruce Springsteen), the book examines the father/son dynamic and explores both undue pressure and unexpected rewards. It investigates the phenomenon of Little League rage, where disputes on and off the diamond have led to assaults, arrests, and litigation. It ponders why baseball lost favor among so many American children but now seems to be on the comeback trail. (SM)

ED 443 798 SP 039 354

Wilson, Susan
Sports Her Way. Motivating Girls To Start and Stay with Sports.
PUB DATE- 00
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Athletic Coaches; *Athletics; Children; *Females; Mental Health; *Motivation; Physical Health

A champion gymnast and long-time coach shares practical suggestions for encouraging young females to begin and maintain participation in sports. Backed by current research and filled with stories from girls and women across the country, the book discusses how to give girls the edge on future success and enduring well-being by encouraging them to strive and excel in sports. The book examines the mental, emotional, social, and physical benefits of sports participation, discussing why so many girls quit sports and what parents and coaches can do to spark their interest, nurture their ability, and cement their commitment at any age, from toddler to teen. The 11 chapters are: (1) "The Bonanza of Benefits"; (2) "Starting Right out of the High Chair Makes a Lasting Difference"; (3) "Understanding Sports Readiness"; (4) "Creating a Lifetime Enthusiasm for Sports"; (5) "Shopping for Recreation and Competition Programs"; (6) "Using Player-Friendly Language"; (7) "Exercise the Mind along with the Muscles"; (8) "What It Takes To Coach Girls"; (9) "Role Models Come in All Shapes and Sizes" (10) "Protecting a Girl's Right To Play Sports Her Way"; and (11)

Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Child Health; Children; Elementary Secondary Education; Health Promotion; *Parent Child Relationship; Parent Responsibility; Parents; *Sex Education; *Sexuality; Teaching Guides
IDENTIFIERS- Risk Reduction; Risk Taking Behavior; *Sexually Transmitted Diseases

The teaching guide and resource manual present information to help parents and other adults talk to children and adolescents about AIDS. The teaching guide is a resource for conducting parent AIDS education programs. It presents step-by-step instructions for facilitators that explain the activities and objectives and the teaching techniques for small groups who are learning about AIDS, communication techniques, risk assessment, and risk reduction skills. The resource manual presents information for both facilitators and participants of the program. Both the teaching guide and the resource manual have three chapters that include similar information. Chapter 1 provides specific facts about AIDS and HIV transmission and describes risk reduction methods. Chapter 2, "How To Talk to Kids about AIDS," presents ideas on communicating about AIDS and risk reduction with young people of various ages. Chapter 3, "Risk and Change," introduces ways of talking about and practicing risk reduction. The last section of the teaching guide lists resources for more information on AIDS and HIV services. A glossary of important terms is also included in both the guide and manual. (SM)

ED 443 818   SP 039 377

Kemp, Leroy, Ed.; Ballard, Peggy, Ed.
Grad Rule 101 Website in Support of Minnesota Graduation Rule Standards: A Preservice Teacher Education Project.
PUB DATE- 00
NOTE- 104p.; Supported by Minnesota's Chapter 384 Legislation Teacher Education Technology and Graduation Rule. Report also prepared for The Council on Professional Education.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Art Education; Cultural Awareness; Elementary Secondary Education; *Graduation Requirements; Higher Education; Inquiry; Mathematics Education; Preservice Teacher Education; Reading Instruction; *State Standards; Student Evaluation; Student Teachers; World Wide Web; Writing Instruction
IDENTIFIERS- *Minnesota; Web Sites

The Grad Rule 101 Web site is designed to help college and university faculty with instructional support relative to enhancing preservice teachers' knowledge, skills, and dispositions of the Minnesota Graduation Standards. It uses a variety of tasks that allow preservice teachers to become familiar with the structure, requirements, and specifications of the Minnesota Graduation Standards. It also trains users in the careful evaluation of their newly developed instruction and assessments. It allows participants to develop a broader understanding of standards-based education by providing modules

ED 443 836   TM 031 481

Manalo, Jonathan R.; Wolfe, Edward W.
The Impact of Composition Medium on Essay Raters in Foreign Language Testing.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Funding provided by the TOEFL program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; *Essay Tests; *Evaluators; *Handwriting; Interrater Reliability; Language Tests; Test Format; *Validity; Word Processing
IDENTIFIERS- Paper and Pencil Tests; *Test of English as a Foreign Language

Recently, the Test of English as a Foreign Language (TOEFL) changed by including a writing section that gives the examinee an option between computer and handwritten formats to compose their responses. Unfortunately, this may introduce several potential sources of error that might reduce the reliability and validity of the scores. The seriousness of these sources of error was studied by examining the quality of the ratings and the distribution of construct-irrelevant variance. Participants were 152,951 TOEFL examinees who participated in regular TOEFL administrations. Results indicate that raters have slightly better agreement for word-processed essays than handwritten essays. The generalizability analyses suggest that this is caused by the interaction of examinees x items x readers confounded with undifferentiated error. (Author/SLD)

ED 443 837   TM 031 482

Kim, Seock-Ho; Cohen, Allan S.; DiStefano, Christine A.; Kim, Sooyeon
An Investigation of the Likelihood Ratio Test for Detection of Differential Item Functioning under the Partial Credit Model.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Bias; Simulation; *Test Items
IDENTIFIERS- Item Bias Detection; *Likelihood Ratio Tests; *Partial Credit Model; Type I Errors

Type I error rates of the likelihood ratio test for the detection of differential item functioning (DIF) in the partial credit model were investigated using simulated data. The partial credit model with four ordered performance levels was used to generate data sets of a 30-item test for samples of 300 and 1,000 simulated examinees. Three different combinations of sample sizes of reference and focal group comparisons were simulated under two different ability matching conditions. One hundred replications of DIF detection comparisons were simulated for each of six conditions. Type I error rates of the likelihood ratio for all six conditions were with theoretically expected values at each of the nominal alpha levels considered. (Contains 29 references.) (Author/SLD)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Course Content; *Evaluation Methods; *Graduate Students; Higher Education; *Multivariate Analysis; Student Attitudes; *Student Evaluation; Teaching Methods

This paper reviews trends in assessment in quantitative courses and illustrates several options and approaches to assessment for advanced courses at the graduate level, especially in multivariate analysis. The paper provides a summary of how a researcher has used alternatives to traditional methods of assessment in a course on multivariate analysis. The results of a survey of student ratings of assessment strategies are presented. Among the trends in statistical education are an emphasis on activity-based learning and a recognition of assessment as learning. In the multivariate analysis course, the researcher/teacher has used four different kinds of assessment: (1) structured data analysis assignments; (2) open-ended assignments that require students to develop research questions; (3) articles reviews; and (4) annotating output from computer runs. Examples of each assessment type are given. At the end of the course, the 14 students were asked to rate each strategy. Overall, the survey findings suggest that a variety of assessment strategies provides the opportunity for different kinds of feedback about the material being learned. The assessment strategies chosen by the instructor can have a direct impact on student affect about the course. Findings also show that students are willing to be creative and to try new forms of assessment. (Contains 27 references.) (SLD)

ED 443 859   TM 031 504

Ardovino, Joan; Hollingsworth, John; Ybarra, Silvia
Multiple Measures: Accurate Ways To Assess Student Achievement.
PUB DATE- 00
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Compensatory Education; Elementary Secondary Education; *Evaluation Methods; *Program Evaluation; School Districts; *Student Evaluation
IDENTIFIERS- *Multiple Measures Approach

This book is a synthesis of work done and expansion of the handouts, reports, graphs, charts, and communiques related to the work in approximately 130 school districts developing standards-based accountability systems for compensatory education. It serves as a guide to evaluating compensatory education programs and using multiple measures to assess student achievement. Explanations, examples, data, and tips on implementation are included. The chapters are: (1) "A Multiple Measures Imperative"; (2) "Testing: General Information"; (3) "Testing: Reliability, Validity, and Fairness"; (4) "How To Combine Multiple Measures"; (5) "Multiple Measures and Special Populations"; (6) "Multiple Measures and Standards"; and (7) "Data-Driven School Improvement." The book contains numerous illustrations and examples. (Contains 56 references.) (SLD)

ED 443 860   TM 031 505

Longitudinal Study 1988

This study examined gender-based differential item functioning (DIF) on the 10th-grade history achievement test administered as part of the National Education Longitudinal Study of 1988 (NELS:88), which followed 24,599 8th graders into 10th and 12th grades. Several DIF analyses with varying matching criteria were conducted, and the results were supplemented with a survey study that helped validate the interpretations of the underlying causes of DIF. DIF in favor of each gender corresponded to traditional sex role stereotypes; males performed better on "masculine" items, whereas females were advantaged on "feminine" questions. The survey study, conducted with 432 high school juniors and seniors, confirmed that both high school boys and high school girls perceived the items to be sex-typed in the manner predicted by sex-role appropriateness. The findings reveal that the male advantage on this particular test was limited to specific content areas and did not represent a difference in overall proficiency. (Contains 4 tables and 33 references.) (Author/SLD)

ED 443 880 TM 031 525

Shepard, Lorrie A.
The Role of Classroom Assessment in Teaching and Learning. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; *Educational Change; Elementary Secondary Education; *Learning; Models; *Student Evaluation; *Teaching Methods
IDENTIFIERS- Reform Efforts

This paper develops a framework for understanding a reformed view of assessment, in which assessment plays an integral role in teaching and learning. The proposed model is consistent with current assessment reforms being advanced across many disciplines. Three background sections of the report describe: (1) curriculum and psychological theories that have shaped methods of instruction, conceptions of subject matter, and testing methods in the past; (2) a conceptual framework based on new theories and new relationships among curriculum, learning theory, and assessment; and (3) connections between classroom uses of assessment and external accountability systems. The fourth and fifth sections elaborate the model for classroom assessment based on social-constructivist principles, arguing for the substantive reform of assessment and its use in classrooms to support learning. The final section outlines the kinds of research studies that will be needed to help realize a reformed vision of classroom assessment. (Contains 6 figures and 186 references.) (SLD)

ED 443 881 TM 031 526

Mislevy, Robert J.; Almond, Russell G.; Yan, Duanli; Steinberg, Linda S.
Bayes Nets in Educational Assessment: Where Do the Numbers Come from? CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Attainment; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Foreign Countries; *Human Capital; *Income; Low Income Groups; Outcomes of Education; Parents; Surveys
IDENTIFIERS- *Brazil; *South Africa

Large household surveys are used to analyze links between schooling inequality and earnings inequality in Brazil and South Africa, countries that have long had among the highest levels of income inequality in the world. The studies were the 1995 South African October Household Survey (32,000 households) and the 1995 Brazilian Pesquisa Nacional de Amostra de Domicilios (about 85,000 households). Although the countries have similar earnings inequality, South Africa has much lower inequality in schooling. The contribution of schooling to earnings inequality is very similar in the two countries, however, due to the convex relationship between schooling and earnings. If the countries traded schooling distributions or returns to schooling, there would be little effect on earnings inequality. Both countries demonstrate strong relationships between parents' schooling and children's schooling, a key component of the intergenerational transmission of inequality. It is significant, however, that the penalty for having poorly educated parents is much smaller in South Africa. The results suggest that even large improvements in schooling maybe associated with inertia in earnings inequality in developing countries. (Contains 6 tables, 8 figures, and 18 references.) (Author/SLD)

ED 443 901 UD 033 675

Campbell, George, Jr., Ed.; Denes, Ronni, Ed.; Morrison, Catherine, Ed.
Access Denied: Race, Ethnicity, and the Scientific Enterprise.
PUB DATE- 00
NOTE- 352p.; Proceedings of the National Action Council for Minorities in Engineering Research and Policy Conference on Minorities in Science, Engineering, and Mathematics (1995).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Engineering; Equal Education; Higher Education; *Mathematics; *Minority Groups; Participation; Racial Differences; *Sciences; Student Interests

This book presents selected papers from a conference whose objective was to determine the policies needed to foster the involvement of minorities in science, engineering, and mathematics. The following papers were presented: (1) "Introduction" (Eugene Cota-Robles); (2) "United States Demographics" (George Campbell, Jr.); (3) "A Practitioner's Perspective" (Carlos Rodriguez); (4) "Policy Issues" (Alan Fechter); (5) "Entering the Education Pipeline" (Shirley Malcolm and Bernice Anderson); (6) "Changing the Face of Science and Engineering: Good Beginnings for the Twenty-First Century" (Joan Bissell); (7) "Early Childhood Science Programs" (Yolanda S. George); (8) "Obstacles to Policy Formation" (Antony Ward); (9) "Influences on Minority Participation in Mathematics, Science, and Engineering" (Beatriz Chu Clewell and Jomills Henry Braddock, II); (10) "Advancing Middle Grade Reform: Research" (Anita M. Baker); (11) "It Takes a Village To

Between July 1998 and April 1999, the Center on Fathers, Families, and Public Policy held a series of colloquia that explored the institution of child support enforcement from the perspectives of low-income, never-married noncustodial fathers. These meetings, held in Chicago, Illinois; San Francisco, California; and Washington, D.C., were followed in October 1999 with a fourth colloquium that reviewed some issues from the first three conferences. This report summarizes the findings of the first three colloquia. A separately bound report, included with this document, contains the recommendations of all of the colloquia. Several issues recurred in this series of discussions. One was the problem of child support arrears, and another was the limited pass-through of child support resources from the state to the children. In the second and third colloquia, the focus was on problems in the child support system and the mixed messages it sends noncustodial fathers. The recommendations from all the colloquia are grouped into: (1) policy concerns; (2) difficulties from systemic contradictions; (4) the need for education related to child support; (5) the need for legal education and support for parents; and (6) issues related to the provision of services. (SLD)

ED 443 922 UD 033 705

ADP-MAS: A Math and Science Curriculum.
PUB DATE- 99
NOTE- 659p.; Funding provided by State Farm Insurance Company. Funding for Project EXCEL Provided by The Carnegie Corporation of New York, AT&T Foundation, PB Amoco Corporation, Pew Charitable Trusts, the Coca-Cola Foundation, Ronald McDonald Children's Charities, and J.C. Penney. Funding for the development of the math and science materials provided by the National Science Foundation.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *After School Programs; Community Programs; Curriculum; Elementary Education; Elementary School Students; Enrichment Activities; *Hispanic American Students; *Mathematics; Mathematics Curriculum; Preschool Children; Preschool Education; Science Curriculum; *Sciences
IDENTIFIERS- *Latinos; *National Council of La Raza

This curriculum, Academia del Pueblo-Math and Science (ADP-MAS), is an outgrowth of the National Council of La Raza's Project EXCEL, a supplemental educational enrichment model for at-risk Latino students to be operated by Latino community-based organizations or public institutions, including schools with substantial Latino populations. ADP-MAS aims to increase and strengthen informal mathematics and science opportunities for Latino elementary school students by building on lessons learned through the Project EXCEL experience. This curriculum has a strong arts-infused, informal mathematics and science focus, and every unit contains Spanish translations of the unit and lesson overviews, key skills, and essential instructional vocabulary. Parent participation is a major component of the ADP-MAS approach. Because of the low proportion of professional Latino teachers, the curriculum is designed to be implemented by local community-based teachers or para-educators, and the model encourages the use of Latino high school and college students to serve as tutors and teaching assistants. The six curriculum units, each composed of multiple lessons (53 in the entire curriculum), are: (1) "Introduction to Academia"; (2)

Librarian, the document reports on: "The Common Wealth" exhibition; acquisitions; conservation and preservation; Virginia Center for the Book; dedication of the Virginia Authors Room; outreach programs; records management; Digital Library Program; Library of Virginia Foundation; McArthur Furniture; visitation; public funds support; statistical information; LSCA grants; state aid to local public libraries; revenues and expenditures; Virginia Circuit Court Records Preservation Program; Advisory Boards; contributors to the Library of Virginia Foundation; in-kind contributors; donors to the Virginia Center for the Book; in-kind donors to the Virginia Authors Room; Library of Virginia staff; and volunteers. At the front of the report, the Library of Virginia vision statement, mission statement, and operating values are outlined, and members of the Library Board and Library of Virginia Foundation Board are listed. (AEF)

ED 443 444 IR 057 887

Patton, Ida R.
Virginia Public Library Trustee Handbook. Revised Edition, 1999.
PUB DATE- 99
NOTE- 157p.; Revised by Wayne Modlin.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Governing Boards; Guidelines; Information Sources; *Library Administration; Library Planning; Library Services; *Public Libraries; *Trustees
IDENTIFIERS- *Virginia

This revised edition reflects the changes that have taken place in the commonwealth's community of public libraries since the "Handbook" was published in 1991. This handbook is designed to give boards of trustees' basic information on the structure of library service in Virginia, with emphasis on their major areas of responsibility. Although it is written primarily for governing boards, advisory boards, Friends of the Library, elected officials, and library staffs may find it useful as well. Sections include: Library Boards in Virginia; Becoming a Trustee; Board Organization; Policy Making; Personnel; Finances; Legal Responsibilities of Advisory Boards; Legal Responsibilities of Governing Boards; Library Planning; Trustees and the Political Process; Public Relations; Friends of the Library; Volunteers; The Library of Virginia; Organizations; Glossary of Library Terms and Acronyms; and Recommended Reading for Trustees. An appendix contains 35 items: reproductions from relevant documents and other specific information for reference. (AEF)

ED 443 445 IR 057 902

Lance, Keith Curry; Hamilton-Pennell, Christine; Rodney, Marcia J.
Information Empowered: The School Librarian as an Agent of Academic Achievement in Alaska Schools. Revised Edition.
PUB DATE- 00
NOTE- 108p.; "With Lois A. Petersen and Clara Sitter."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Elementary Secondary

Colleges and the Media: Defining Identity" (Janel Henriksen Hastings); "The Importance of Being Honest: Building Relationships Between Media and College Personnel" (Clifton Truman Daniel); "Building Relationships with the Media: A Brief Working Guide for Community College Leaders" (Neal A. Raisman); "Community Colleges and the Media: Getting Effective Coverage for Your Institution" (Tim Thornton); "Community College Advancement through Relationships with the Newspaper Media" (Anthony Marquez); "Working with Media Outlets To Communicate with the Public" (Mark L. Wallace); "Using Demographics and Statistics To Inform Target Audiences" (Janel Henriksen Hastings); "Making the Case for 'Public Journalism'" (Lucy Lee); "The Media as Teacher: Helping Advisers, Mentoring Young Journalists" (Christine Tatum); "Your Site or Mine? Courting the Press Along the Information Superhighway" (Clifton Truman Daniel); and "Sources and Information: Media Relations in Community Colleges" (Barbara Tobolowsky). (VWC)

ED 443 464 JC 000 485

Pezzoli, Jean A.; Ainsworth, Don
Sustainable Technology: Community Surveys of Requisite Skills, Spring 2000.
PUB DATE- 00
NOTE- 11p.; Cover page title varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Community Surveys; *Curriculum Development; *Job Skills; *School Business Relationship; School Community Relationship; Two Year Colleges
IDENTIFIERS- *University of Hawaii Maui Community College

The goal of this study was to obtain feedback from relevant community businesses regarding skills needed by employees in Sustainable Technologies. Survey results will help design the innovative Sustainable Technologies curriculum, which is under development at the Maui Community College. In the fall 1999 semester, the Sustainable Technologies Coordinator and the Assistant Dean of Instruction developed a questionnaire (included in the appendix) to survey relevant community representatives regarding the value of Sustainable Technologies toward various employee skills. The questionnaire presented 49 skills from seven curricular categories: general education, waste water quality, energy related tech, occupational safety, environmental tech, potable water quality, and hazardous materials. The 26 respondents were asked to rate each of the skills as "Not Applicable," "Low," "Medium," or "High" in importance for successful job performance. The top three skills are from the general education category: English speaking, English writing, and computer literacy. The skills next in line are all from the occupational safety category: accident prevention, OSHA, safety plans, worker compensation, hazardous materials, emergency response, occupational health, and industrial hygiene. A rather large number of skills were rated as "Not Applicable" or left blank. Eighteen skills accumulated lower than 20 points (out of a possible 78). The response rate was quite low (11.5%) and so are the rankings in general. These results raise several questions for further consideration: validity of the fax methodology, complexity of the questions, and relevancy of studied skills to community need. (VWC)

ED 443 465 JC 000 486

recognition and dues deductions, non-discriminatory application, professional obligations, textbooks, supplies, records, and materials, assistant librarians, educational professional positions, appointments to professional staff, salaries, classroom evaluations and annual evaluation, academic rank, non-renewal, dismissal, voluntary termination and retrenchment, leaves, insurance, facilities, faculty association business, miscellaneous provisions, re-negotiation, grievance procedure, and distance learning. The association has been lawfully designated as exclusive representative for the purposes of collective negotiations including all teaching faculty with the academic rank of assistant instructor, instructor, assistant professor, associate professor and professoras well as educational specialists and faculty librarians, and instructional faculty of credit bearing courses. The contract states that the primary duty of faculty members at the college is teaching, as opposed to pure research and other forms of academic endeavor. By signing his or her agreement with the institution, the faculty member indicates an intention to devote himself or herself earnestly to the teaching of students of various abilities at the community college level and to act in a manner that is consistent with the objective of the college. (JA)

ED 443 485   JC 000 521

Agreement by and between the County of Rensselaer and the Board of Trustees of Hudson Valley Community College as Co-Employers and the Hudson Valley Community College Unit of Local 842 Civil Service Employees Association, Inc., Local 1000, AFSCME/AFL-CIO.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; Educational Policy; Employment; *Government Employees; *Labor Legislation; *Labor Relations; *Negotiation Impasses; Two Year Colleges
IDENTIFIERS- *Hudson Valley Community College NY

The document is comprised of articles of agreement and addenda by and between the County of Rensselaer and the Board of Trustees of Hudson Valley Community College as co-employers and the College Unit of Local 842 Civil Service Employees Association, Inc. ("union"). The articles address topics such as affirmative action, recognition and rights of the union, dues and other deductions, part-time/academic year/temporary employees, wages, work day/work week, leaves, voluntary termination, retirement, and/or dismissal, evaluation, probation, tenure, lay-off and recall, insurance, miscellaneous provisions, amendments and modifications of agreement, grievance procedure, and terms of agreement. The employer recognizes the union as the exclusive representative of the employees in the bargaining unit for the purpose of negotiations regarding wages, hours and other terms and conditions of employment; in resolution of grievances; and for all other purposes pursuant to the laws of the State of New York. The employer and union agree to adhere to and support the provisions of the college's Affirmative Action and Title IX Programs. Definitions are provided for different categories of employees, including part-time, academic year, and temporary or contingent permanent employees. Details are also provided of employee benefits and insurance plans. (JA)

ED 443 486   JC 000 522

Career." Each of these chapters contains sections on the background, goals, activities, topics for critical thinking, a discussion, and a list of possible resources of outside support for a training class on family day care. (HTH)

ED 443 506   PS 027 484

Supporting Children in Resolving Conflicts. A Curriculum Videotape for Preschool & Kindergarten.
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Behavior Change; Behavior Problems; Caregiver Child Relationship; Change Strategies; Classroom Techniques; *Conflict Resolution; Peer Relationship; *Preschool Education; *Problem Solving; Teacher Response; Teacher Student Relationship; Videotape Recordings; *Young Children

Conflicts and disputes, a normal part of the day in every preschool center, provide young children with important opportunities for learning. This 24-minute videotape illustrates 6 problem-solving steps that adults can use to help children resolve conflicts successfully: (1) approach quickly and calmly, stopping any hurtful actions or language; (2) acknowledge feelings; (3) gather information; (4) restate the problem; (5) ask for ideas for solutions and choose one together; and (6) give follow-up support as needed. Through this problem-solving process, children learn social, language, and cognitive skills that they will use throughout their lives. Highlighted on the videotape are scenes from a New York City Head Start Center and the High/Scope Demonstration Preschool Classroom in Ypsilanti, Michigan, as children resolve actual conflicts over materials and space use with the help of their teachers. The videotape analyzes the steps taken by the teachers, emphasizing the importance of maintaining a neutral attitude, acknowledging children's feelings, giving time for children to describe the conflict and identify solutions, listening to the details, encouraging thinking through consequences, recognizing when agreement has occurred, accepting the children's solution, and being sensitive to further needs for support. An accompanying viewer guide describes the problem-solving steps, outlines their benefits, and lists suggested actions and phrases for adults to use. (KB)

ED 443 507   PS 027 593

Best Practices Portfolio, 1998-99.
PUB DATE- 98
NOTE- 342p.; Produced in conjunction with the Georgia Pre-K Program, Office of School Readiness.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Childhood Needs; *Class Activities; *Classroom Techniques; Creative Expression; Educational Resources; Interpersonal Competence; *Learning Activities; Mathematics Activities; *Preschool Education; Professional Development; School Readiness; Science Activities; Social

ED 443 525 PS 028 659

Nikoltsos, Catherine
Presenting the City of Thessaloniki as a Byzantine Mosaic Center to Young Children: A Visual Arts Approach in and out of Museums.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the International Committee for Museums of Archaeology and History (Thessaloniki, Greece, September 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art; *Art Activities; Art Appreciation; *Art History; Field Trips; Foreign Countries; *Heritage Education; Local History; Material Culture; Museums; Preschool Children; *Preschool Education; Visual Arts
IDENTIFIERS- Byzantine Empire; Greece (Thessaloniki); *Mosaics

This paper presents the observations and findings from case studies and projects with the theme of mosaic-making, which were conducted over a period of 10 years, 1987-1997, with young children ages 3 to 6. Emphasis is placed on the cultural heritage of the city of Thessaloniki as a center for the art of mosaic-making during the Early Christian and Byzantine periods. Archaeological and art historical reference is made to the writings of Chatzidaki, Haswell, and Kourkoutidou-Nikolaidou. Cultural and pedagogical theories of Frangos, Gardner, Housen, and Tzedakis are also cited. A holistic-developmental arts program is described which has as a main phase visits to the city's museums and Byzantine monuments. If holding to the theory that the foundations for one's appreciation of art and cultural heritage are established at a very young, preschool age, it was logical to introduce mosaic-making in the arts program at the child centers and kindergartens of Thessaloniki. The paper describes how conducting the holistic arts program, which included field trips to museums or monuments with preschool children, raised both theoretical and practical questions. Proposals and solutions to such questions are presented. (Contains 12 references.) (Author/EV)

ED 443 526 PS 028 667

Lane, Jane
Action for Racial Equality in the Early Years: Understanding the Past, Thinking about the Present, Planning for the Future. A Practical Handbook for Early Years Workers.
PUB DATE- 99
NOTE- 72p.; "Action for Racial Equality in the Early Years was funded by the National Lottery Charities Board."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; Diversity (Student); *Early Childhood Education; Educational Policy; Ethnic Stereotypes; Foreign Countries; *Racial Attitudes; Racial Bias; Racial Differences; Racial Discrimination; Racial Relations
IDENTIFIERS- Great Britain

fruit and vegetable consumption and whether they considered their child to be a very good, fair, fussy, or picky eater. Findings indicated that 15 percent of the Head Start children were described as picky eaters, in comparison to 31 percent of the lab school group. Head Start children also liked a wider variety of fruits and vegetables than did the children in the lab school. However, fewer than half the children in either group actually consumed five fruit and vegetable servings per day. (KB)

ED 443 544   PS 028 704

Pungello, Elizabeth; Campbell, Frances A.; Miller-Johnson, Shari
Benefits of High Quality Childcare for Low-Income Mothers: The Abecedarian Study.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Office of Educational Research and Improvement (ED), Washington, DC.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Youth; *Day Care; Early Childhood Education; *Early Intervention; *Early Parenthood; *Educational Attainment; *Employment Level; Followup Studies; Longitudinal Studies; Low Income Groups; *Mothers; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Carolina Abecedarian Project NC; Long Term Effects

This follow-up study examined the long-term effects of providing 5 years of high-quality childcare for low-income mothers participating in the Abecedarian study, a randomized trial of early childhood educational intervention for children from low-income families. Participating in the age-21 follow-up were 100 of the original 109 biological mothers; 51 were mothers of treated children and 49 were mothers of control children. Ninety-eight percent of children were African American. Findings indicated that about twice as many teen mothers of treated children as teen mothers of control children attained post-high school education. There were no treatment effects on employment. However, mothers of treated children had a higher average Hollingshead score than mothers of control children. It was concluded that high-quality childcare can have long-lasting benefits for teen mothers. (KB)

ED 443 545   PS 028 705

Campbell, Frances A.; Pungello, Elizabeth
High Quality Child Care Has Long-Term Educational Benefits for Poor Children.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; David and Lucile Packard Foundation, Los Altos, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

activity participation. Chapter 4, "Sexual Health," presents data on trends in age at first sexual intercourse, contraception use, pregnancy, abortion, birth rates, sexually transmitted diseases, HIV, and attitudes toward sex education. Chapter 5, "Mental Health," contains data on youth suicide rates, prevalence of psychiatric disorders, bullying, child abuse, and stressors. Chapter 6, "Crime," contains information on age differences in criminal convictions, juvenile justice, reconviction rates, and types of crimes committed. (Each chapter contains references.) (KB)

ED 443 564   PS 028 727

Little, Loyd, Ed.
Early Developments, 1999.
SPONS. AGENCY- National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 50p.; Published three times a year. For 1998 issues, see ED 427 858.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Child Health; Cultural Differences; Early Childhood Education; Early Experience; *Early Intervention; *Family Involvement; Family Programs; Infants; Kindergarten; Marital Satisfaction; Parent Child Relationship; Parent Participation; Parent Responsibility; Parent Rights; Public Policy; Research and Development; Research Projects; School Readiness; School Responsibility; Social Differences; *Student Adjustment; Teacher Education; *Theory Practice Relationship; Transitional Programs

This document consists of the three 1999 issues of a journal reporting new research in early child development conducted by the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill. Articles in the Winter 1999 issue focus on the transition to kindergarten and first grade, including adjustment issues; educational practices reflecting training on transition; school readiness; readiness to teach; rights and responsibilities of schools and families; classroom practices; social stratification; fragile X syndrome children; and children with disabilities. The Spring 1999 issue focuses on family-centered research and practices, and includes articles on the intentionality of infants, cultural diversity, marital disagreements and infant interaction, and increasing family involvement in early education and intervention programs. The Fall 1999 issue deals with the relationship between research and practice and includes articles on the National Early Intervention Longitudinal Study, changes in training for early childhood professionals, the development of new assessment tools, and public policy changes. Each issue also lists recent publications by researchers at the Frank Porter Graham Development Center. (KB)

ED 443 565   PS 028 728

The NAMTA Bulletin, 1998-1999.
PUB DATE- 99
NOTE- 80p.; This publication's title was changed from "Theory into Practice" in March 1998.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Early Childhood Education; Educational Practices; *Emergent Literacy; Literacy Education; *Play; *Preschool Curriculum; *Young Children
IDENTIFIERS- Play Learning

This paper considers the connection between play and literacy in the early childhood classroom. The paper discusses five literacy goals that can be reached by supporting children's natural inclination toward playful endeavors: (1) developing symbolic processes; (2) fostering language growth; (3) supporting the ability to solve problems; (4) enhancing the motivation or disposition to persist in literacy activities; and (5) facilitating joyful engagement as children speak, listen, read, and write. The paper also examines aspects of early childhood classrooms where play is valued and literacy fostered, focusing on the five goals. Five classroom aspects are discussed: (1) a classroom structure that includes a flexible schedule and sufficient inviting materials to allow opportunities for imaginative play, the development of symbolic processes, and the ensuing effects on literacy development; (2) an environment that encourages literacy growth through fostering phonemic awareness, ever-expanding vocabulary, and meaningful expression; (3) a curriculum that is relevant to children's interests and developmental stages, and rich in problem-solving opportunities; (4) a climate of persistence through the use of self-initiated practice; and (5) celebrating the centrality of story in human lives and the joy that is possible when teachers understand that all aspects of literacy come together in mutual stories. The paper concludes that acknowledging the literacy implications in children's play should be seen as supportive of, rather than in opposition to, the acquisition of literacy skill. (Contains 11 references.) (KB)

ED 443 584 PS 028 747

Stone, Jeannette G.
The Classroom as Community: Ideas from an Early Childhood Teacher. Occasional Paper No. 3.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Educational Philosophy; Educational Practices; Knowledge Base for Teaching; *Leaders; Leadership Qualities; Leadership Responsibility; Preschool Education; *Preschool Teachers; Teacher Student Relationship; *Values Education; *Young Children

This paper responds to the questions: "How do we shape classroom life to reflect a spirit of social justice and equality, of tolerance and respect?" It presents a philosophy and a set of practices by which preschool classrooms may become communities that work for everyone. The paper begins with an observation of a preschool classroom and notes that the process of developing a classroom of individualistic children into a community whose members regard each other with growing respect, trust, and interest depends on the teacher or leader. The paper maintains that teachers build a community on four components of education, antarctic perspectives were also presented to create a broader, polar theme. Participants formed working groups for three major tasks: planning for media-based arctic science education, including live video expeditions complemented by Internet and classroom activities; developing curriculum resources that emphasize linkages among researchers, educators, and communities; and creating specific partnership projects on the arctic environment and Alaska Native culture and indigenous knowledge. The other major workshop theme--science education efforts within Alaska--explored the idea of an education system that respects and uses the philosophical and pedagogical bases of Native cultural traditions. Presentations offered diverse perspectives on improving educational methods in arctic schools, bridging differing world views, and incorporating traditional knowledge into science curricula. Workshop recommendations are summarized, and projects initiated since the workshop are briefly described. Appendices include presentation abstracts, the workshop agenda, and contact information for participants. (Contains photographs.) (SV)

ED 443 602   RC 022 120

Enos, Anya Dozier
Real, Relevant, Meaningful Learning: Community-Based Education in Native Communities.
SPONS. AGENCY- Annenberg Rural Challenge, Granby, CO.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Conference of the National Indian Education Association (Oklahoma City, OK, October 16-20, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Culturally Relevant Education; Educational Philosophy; *Environmental Education; Experiential Learning; High Schools; *Partnerships in Education; Program Evaluation; *Pueblo (People); Qualitative Research; *School Community Relationship; Service Learning; Student Motivation; Tribally Controlled Education
IDENTIFIERS- Place Based Education; *Santa Fe Indian School NM; Technology Integration

The Community-Based Education Model (CBEM) at Santa Fe Indian School (SFIS) in New Mexico was studied to determine the elements that contribute to its success and that may be replicated in other community education projects. The CBEM engages students and tribal communities in issues related to their environment, natural resources, and health in dn attempt to stimulate high school student interest and motivation in math and science. CBEM is a partnership among students, SFIS, the Pueblo community, business, and government that meets the request of the Pueblo governors to educate students in the skills needed in the outside world and in their own traditions. Pueblo students are learning mainstream skills (math and environmental science), and they are interacting with mainstream organizations. Their work is rooted in the Pueblo community through local field experience programs on water quality, and connections are made to Pueblo culture through Pueblo community members. Program strengths include a committed, knowledgeable, energetic staff that shares a common educational philosophy supported by educational research and Pueblo ideas; a program that is responsive to Pueblo culture, traditions, and needs; cutting-edge technology available for student and community use; increased student motivation to appropriate schooling for Indigenous students; and conflict among students that arose from outside factors inhibited the teacher's efforts to provide quality schooling for the Aboriginal students. For better education of Indigenous students, change must start at the top; teachers and parents need to cooperate to satisfy student needs, not bureaucratic or parent wishes; and parents must be welcomed as collaborators. (TD)

ED 443 620 RC 022 504

Tangen-Foster, Jim; Tangen-Foster, Laurel
The Caring Capacity: A Case for Multi-Age Experiential Learning.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adventure Education; Camping; *Educational Environment; Elementary Secondary Education; *Experiential Learning; Group Dynamics; Higher Education; Interpersonal Competence; *Mixed Age Grouping; *Nontraditional Education; *Outdoor Education; Preschool Education; Private Schools; Summer Programs
IDENTIFIERS- Environmental Awareness; *Learner Centered Instruction

A multi-age summer adventure camp at the University of Idaho offers 4 days of challenging activities in the wilderness to elementary age students, junior high leaders, high school counselors, and university interns. An associated private school offers up to 20 students, ages 3-10, an alternative to traditional public and private schools. Both programs derive significant benefits from multi-age, experiential learning in the outdoors. The multi-age setting heightens everyone's awareness of individual differences and the necessity for cooperation and mutualism. It maximizes the opportunity to develop leadership and interpersonal skills alongside peers of different ages to become assistant teachers who model appropriate behaviors and desired learning outcomes for younger students. In passing on important lessons in trust, responsibility, compassion, and conflict resolution, students develop self-confidence and empathy. Perceptions of failure are diminished because of a learning climate that embraces student diversity and individual as well as group accomplishment. Having shared common adventures, students remember the team. In this way, students develop an identity with the group, within wild places, and through the adventures they have experienced together. If their experiences in and with nature are positive, filled with success and support from others, students will be more inclined to care about what happens to others and more likely to become stewards of the natural world around them. (TD)

ED 443 621 RC 022 511

Mason, Bert; Alvarado, Andrew; Palacio, Robert
Fresno in Transition: Urban Impacts of Rural Migration. Working Paper No. 26.
PUB DATE- 96
NOTE- 43p.; Paper presented at the Conference on Immigration and the Changing Face of Rural California (Asilomar, CA, June 13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Guthrie, Steven P.
Outdoor Program Models: Placing Cooperative Adventure and Adventure Education Models on the Continuum.
PUB DATE- 99
NOTE- 10p.; In: Proceedings of the 13th Annual International Conference on Outdoor Recreation & Education (Jackson Hole, WY, November 1-6, 1999); see RC 022 528.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Clubs; College Programs; Experiential Learning; Higher Education; Individual Development; *Leadership Styles; *Models; Outdoor Education; *Participative Decision Making
IDENTIFIERS- Common Adventure; *Facilitative Leadership

In two articles on outdoor programming models, Watters distinguished four models on a continuum ranging from the common adventure model, with minimal organizational structure and leadership control, to the guide service model, in which leaders are autocratic and trips are highly structured. Club programs and instructional programs were in between, with clubs nearer to common adventure programs, and instructional programs nearer to guided programs. This paper suggests that Watters' club model is better called a cooperative adventure model, and that adventure education is distinct from other instructional programs. Cooperative adventure provides leaders and some trip structure, while preserving many benefits of the common adventure model such as interpersonal cooperation, freedom of choice, self-reliance among participants, and participant decision making. Since organizations other than clubs use the cooperative model, and clubs are free to use any model on the continuum, Watters' club model would be better called the cooperative model. Adventure education is distinct from basic-skills training models because it goes beyond technical skills to include interpersonal skills, leadership, intrapersonal psychological growth, and areas such as self-confidence and self-esteem. Because they focus on experiential education, which assumes learners are actively involved in the learning process and decision making, adventure education programs are less directive than guided programs or technical skills-based programs. They would appear on the continuum between cooperative and instructional/school programs. Two figures depict Watters' continuum and the continuum proposed in this article. (TD)

ED 443 639   RC 022 546

Benson, Chris, Ed.
Professional Development.
PUB DATE- 00
NOTE- 39p.; Theme issue. Published twice a year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collegiality; *Computer Mediated Communication; Elementary Secondary Education; *Faculty; Higher Education; *Rural Schools; Staff Development; *Teacher Collaboration; *Teacher Education; Teaching Conditions
IDENTIFIERS- *Teacher Networks

This serial issue contains 12 articles on the theme of "Professional Development," specifically about how teachers in

ED 443 658 SE 063 634

Whitworth, Joan M.
Reaching Out to the Teachers in Appalachia via Distance Education.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Computer Mediated Communication; *Computer Uses in Education; *Distance Education; Elementary School Teachers; Higher Education; Instructional Effectiveness; *Nontraditional Education; Rural Schools; Science Education; Teacher Education
IDENTIFIERS- Appalachia

This case study describes a distance learning experience from the point of view of a first time instructor and the students (elementary school teachers) enrolled in a graduate-level science education course at Morehead State University (Kentucky). Many of the students were from isolated areas in Appalachia. The paper concludes that participants were pleased with the distance education course. All students felt that their educational experience was enriched by their involvement with technology and collaboration with teachers from different locations. Suggestions for future improvement are discussed. (Contains 17 references.) (WRM)

ED 443 659 SE 063 639

Wright, Ann F.; Dickinson, Valarie L.
Integrating Technology into the Science Classroom.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chemistry; Constructivism (Learning); Grade 8; Integrated Activities; *Integrated Curriculum; *Internet; Middle Schools; *Multimedia Instruction; Physical Sciences; *Science Instruction
IDENTIFIERS- National Science Education Standards; Periodic Table; Vygotsky (Lev S)

This study focuses on the integration of technology into middle school science classrooms. It concerns building interest among students in science and technology and understanding the impacts of technology in student learning. Three questions are posed: (1) How does using the Internet influence student performance in science? (2) How does using the Internet influence student interest in and understanding of science and technology? and (3) How does using the Internet influence girls' interest in science and technology? One researcher's experience with integrating technology into an eighth-grade physical science class is described. A list of Web addresses for periodic tables on the Internet and the pilot and actual student interest survey questions are included. (Contains 25 references.) (YDS)

ED 443 660 SE 063 644

Mueller, Carol Leah; Wavering, Michael J.
Science Interns' Beliefs about the Nature of Science and Teaching.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English

ED 443 687   SE 063 802

Ponidi, B. Alhadi
Student's Lab Assignments in PDE Course with MAPLE.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Mathematics; *Computer Software; *Computer Uses in Education; *Differential Equations; Foreign Countries; Higher Education; Mathematics Instruction

Computer-aided software has been used intensively in many mathematics courses, especially in computational subjects, to solve initial value and boundary value problems in Partial Differential Equations (PDE). Many software packages were used in student lab assignments such as FORTRAN, PASCAL, MATLAB, MATHEMATICA, and MAPLE in order to accelerate their understanding of concepts and improve their computational skill. This study found that MAPLE was the most effective program in solving, comparing, and visualizing numerical and exact solutions in PDE. Discussion focuses on a computational project to solve, compare, and visualize the solution of heat, wave, and Laplace's equation in PDE. To make a more effective and efficient class, the class was grouped and group members were arranged by mixing them up based on their major skills--theoretical (Pure Mathematics student) and computational (Computational Mathematics student). As a result, it was found to increase the academic atmosphere among the students. Students were found to have new experiences and perceptions about modeling, solving methods, visualization, and real interpretation on PDE problems. (Author/ASK)

ED 443 688   SE 063 838

Brown, Frank
Computer Assisted Instruction in Mathematics Can Improve Students' Test Scores: A Study.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Blacks; *Computer Assisted Instruction; Computer Software; Elementary Education; Geometry; *Mathematics Achievement; *Mathematics Instruction; Middle Schools

This research assessed the academic impact of a computer-assisted instructional (CAI) software program to teach mathematics. The research hypothesis states that the use of the CAI program will produce superior academic achievement in mathematics for students who use the program compared to students instructed in mathematics without the program. The CAI program provided students with instruction in mathematics ranging from rudimentary concepts to high school algebra and geometry. This study involved elementary and middle grade students from a large urban North Carolina public school system with an enrollment of approximately 100,000. The study divided the students into two groups: a test or experimental group that used the CAI program, and a control group of students who were not exposed to the CAI program. It is concluded that students should benefit from the use of a CAI software program as a supplement to regular classroom instruction in basic mathematics and algebra. African-American students seem to

This paper investigates the perceptions of scientists and their awareness of issues, goals, and beliefs related to gender and ethnicity in science and questions the curriculum, classroom management, and teaching strategies of instructors. The study examined 18 science faculty members' perceptions in a professional development seminar series and focused on these issues: (1) perceptions of students; (2) use of inclusive curriculum and instruction; and (3) views of the nature of science. Results indicate that family, cultural, and social expectations have effects on the academic achievement of students at the elementary and secondary education levels. Using scientists' experience-based ideas on equity issues to provide more equitable science education for all is recommended. (Contains 76 references.) (YDS)

ED 443 709   SE 063 901

Black, Dana Riley; Goldowsky, Alexander
Science Theater as an Interpretive Technique in a Science Museum.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aquariums; *Dramatic Play; Ethical Instruction; High School Students; High Schools; Learning Processes; Middle Schools; Moral Development; *Museums; Science Education; Scientific Concepts; *Theater Arts; Zoos

This paper investigates high school students' reactions to the science theater play "Mapping the Soul," which was developed by the Museum of Science in Boston, Massachusetts. Science theater is both an educational technique and a type of museum theater. This study explores these questions: (1) Do students differentiate learning science from science theater as compared to a traditional science class? (2) How are specific theatrical techniques--namely conflict between characters and audience participation--perceived by the audience? (3) After seeing a production of "Mapping the Soul," to what extent are students able to reason about the social, moral, and/or ethical implications related to the Human Genome Project? (YDS)

ED 443 710   SE 063 910

Federal Funds for Research and Development: Fiscal Years 1998, 1999, and 2000. Volume 48. Detailed Statistical Tables.
PUB DATE- 00
NOTE- 323p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; *Federal Aid; Federal Programs; *Financial Support; Higher Education; *Research and Development; Statistics; Tables (Data)

Data in the tables of this publication were derived from the Survey of Federal Funds for Research and Development and cover fiscal years 1998-2000. The data reflect research and development (R&D) funding levels as reported by 32 federal agencies from February through September 1999. All agencies that were identified as conducting R&D programs were surveyed. R&D totals in these tables are given in both outlays and

Perfectionism (Burns, 1980), Self-Handicapping (Jones & Rhodewalt, 1991), and attributional style (measured via the Multidimensional-Multiattributional Causality Scale; Lefcourt, von Baeyer, Ware, & Cox, 1979). Students with high science anxiety took fewer science courses in college, had lower SAT-Q scores, and reported that their high school science teachers were not helpful. Those with science anxiety were more perfectionistic, suggesting that science anxiety may stem from a desire to avoid tasks that do not always ensure success, rather than dislike or lack of ability. Math and science preparation for men and women was equal, although women reported better grades and science experiences. Men showed more self-handicapping and reported external attributional styles to context and luck. The findings regarding genderand anxiety-linked differences are discussed in terms of women and men's differential interpretations of their abilities, the influence of parental gender typing on pursuit of science, the tendency for men to blame external agents for their lack of success, and the gender-appropriateness of studying science. (Contains 67 references.) (Author/ASK)

ED 443 734   SE 064 022

Kwon, Jaesool; Lee, Youngjick; Beeth, Michael E.
The Effects of Cognitive Conflict on Students' Conceptual Change in Physics.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Electricity; Foreign Countries; High Schools; Learning Theories; Mechanics (Physics); *Misconceptions; *Piagetian Theory
IDENTIFIERS- *Cognitive Conflict; *Conceptual Change; Kuhn (Thomas S); South Korea

The purpose of this research was to find the relation between the level of cognitive conflict and students' conceptual change. In this study, 30 Korean high school students were selected from 450 10th graders by examining the pretest results. To create students' cognitive conflicts, two different strategies were used to foster anomalous situations: demonstrations and logical arguments against students' perceptions. After creating students' cognitive conflict, the researcher rated the levels of conflict. To check the students conceptual changes, pretest, posttest, and delayed posttest were conducted. The test consisted of 5 items in mechanics and electricity, respectively. In this study, the demonstration method showed effective conceptual change more than the logical argument method did. Students changed their concepts more easily and frequently in the area of mechanics than electricity. In case of conflict, the effect was very clear. Students who showed higher conflict levels demonstrated more positive conceptual change than those who showed lower conflict levels. Fifty-nine cases (56%) out of 105 who experienced high levels of conflict changed into scientific conceptions one month later; however, only 16 cases (35%) out of the 46 who experienced low levels of conflict changed scientific conceptions. (Contains 12 references.) (Author/ASK)

ED 443 735   SO 029 800

Wannamaker, Hollie Ann
Ready-to-Use Multicultural Activities for the American History

Sidorowicz); (3) "An Exhibition of the Arts of Morocco and Senegal" (Nancy Webber); (4) "Morocco: Changing Times?" (Patricia Campbell); (5) "The Old Town and Your Town" (Amanda McClure); (6) "Everyday Life in Morocco and Senegal: A Lesson Plan" (Nancy Sinclair); (7) "French Colonial Regimes and Sufism in Morocco and Senegal: A Lesson Plan" (Arthur Samuels); (8) "Language, Education, and Literacy in Morocco" (Martha Grant); (9) "Integrating Islam in an Introductory Course in Social Psychology" (Kellina Craig); (10) "Lesson Plans for High School Art Classes" (Tewodross Melchishua); (11) "A Document-Based Question Activity Project: The Many Faces of Islam" (Richard Poplaski); (12) "Slide Presentations" (Susan Hult); and (13) "A Curriculum Guide for 'Year of the Elephant' by Leila Abouzeid" (Ann Lew). (BT)

ED 443 757 SO 031 822

Schwartz, Donald; Shedd, John A.; McBride, Lawrence W.; Puklin, Diane
Why and How Should History Departments Prepare Secondary Social Studies Teachers? Occasional Paper.
PUB DATE- 00
NOTE- 10p.; Excerpts from four papers presented at the National Council for History Education's Panel at the Annual Meeting of the American Historical Association (Chicago, Illinois, January 8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Higher Education; *History Instruction; *Knowledge Base for Teaching; Reflective Teaching; Secondary Education; *Social Studies; Teacher Education; *Teacher Qualifications

This paper evolved from a conference panel presentation on the preparation of prospective high school history teachers. The four papers excerpted here are entitled: "Using History Departments to Prepare Secondary Social Studies Teachers: A Challenge for the Profession in the 21st Century" (Donald Schwartz); "Why and How Should History Departments Prepare Secondary Social Studies Teachers?" (John Shedd); "Recent Developments in History Education: A View from Illinois" (Lawrence W. McBride); and "Comment from the Classroom" (Diane Puklin). Schwartz's paper contends that solutions must be found to problems in public education at all levels and suggests that the challenge of training effective teachers should be addressed not only by school of education faculty but by faculty in all other disciplines as well. Shedd's paper cites advantages history departments might have over education departments as more effective producers of good teachers since secondary social studies teachers teach a subject and too many specialists in education are caught up in fruitless arguments about teaching in general. The paper's second part discusses the way in which history departments prepare secondary teachers better, citing the program at the State University of New York, Cortland. McBride's paper discusses the development of national and state content standards, and bases suggestions about how history departments should prepare teachers on a distinction between the systematic preparation of a reflective practitioner on the one hand and the education of a person in content and techniques on the other. Puklin's paper envisions a continuum of teacher training with one end advocating teacher education anchored in history departments and the other end favoring

ED 443 778 SP 038 995

Taking the Next Bold Step to America's Future: A National Conference on Teacher Quality (Washington, D.C., January 9-10, 2000).
PUB DATE- 00
NOTE- 130p.; "Floor Plans for Hotels" in section 5 not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; College School Cooperation; Community Colleges; Diversity (Faculty); Educational Change; *Educational Quality; Educational Technology; Elementary Secondary Education; *Excellence in Education; Extended Teacher Education Programs; Higher Education; Hispanic Americans; Integrated Curriculum; Interdisciplinary Approach; Language Minorities; Mentors; Minority Groups; Nontraditional Education; Open Universities; Partnerships in Education; Peer Evaluation; Preservice Teacher Education; Problem Based Learning; Teacher Certification; Teacher Competencies; Teacher Recruitment; *Teachers; Teaching Skills; Urban Schools
IDENTIFIERS- Contextual Learning

This report presents proceedings from a conference on teacher quality held in Washington, DC in January 2000. Sessions focused on recruitment; teacher preparation; beginning teacher support; college-school partnerships; minority group teachers; Hispanic and language minority teachers; preparing teachers at the community college level; curricular partnerships to foster quality teaching; infusing educational technology into teacher education; integrated curriculum; open universities; nontraditional teacher education; restructuring and assessment for quality teacher preparation; extended teacher education programs; improving preservice teacher education; preparing teachers while supporting secondary student achievement in urban schools; contextual teaching and learning; mentoring new teachers; peer assistance and review programs; urban college-school partnerships; teacher residency programs; problem-based learning; and clinical teaching programs. Descriptions of each session are provided. Exemplary practices from organizations nationwide are included, offering descriptions of the exemplary practices, information on the partners involved, and names of contact people. (SM)

ED 443 779 SP 039 237

Opuni, Kwame A.
Project GRAD: Graduation Really Achieves Dreams. 1998-99 Program Evaluation Report.
SPONS. AGENCY- Houston Univ., TX.
PUB DATE- 99
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Classroom Techniques; College Bound Students; Curriculum Development; Discipline; Educational Change; *Educational Improvement; Elementary Secondary Education; *Faculty Development; *High Risk Students; Literacy Education; Mathematics Achievement; Mathematics Education; Parent Participation; Poverty; Reading Instruction; School Community Programs; Student Behavior; *Urban Schools

"Helping Your Daughter Stay with Sports." (SM)

ED 443 799 SP 039 355

Gartrell, Daniel
What the Kids Said Today: Using Classroom Conversations To Become a Better Teacher.
PUB DATE- 00
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Conflict Resolution; Coping; Discipline; Early Childhood Education; Family School Relationship; Interpersonal Communication; Interpersonal Competence; Kindergarten Children; Preschool Children; Preschool Teachers; Problem Solving; Student Behavior; *Teacher Student Relationship

This book looks at how teachers and young children talk to each other in the classroom, describing how a good teacher will use these conversations to build an encouraging classroom--a community where mutual acceptance is the priority and where children can learn the skills they will need in larger communities in the future. The skills include acceptance and cooperation, creative and peaceful problem solving, and ways of expressing emotions that are acceptable to all. The book contains more than 160 stories from over 60 adults at Head Start centers, child care centers, family child care homes, and kindergarten classrooms. Each story includes an account of a teacher's conversation with children as well as reflections on how each conversation helped build the encouraging classroom. Discussion questions at the end of each chapter help foster further exploration of what students say to their teachers and what teachers say to them. The eight chapters include: (1) "Separation and Attachment"; (2) "Family and School"; (3) "Safety and Learning"; (4) "Guidance and Mistaken Behavior"; (5) "Conflict and Resolution"; (6) "Loss, Liberation, and Resiliency"; (7) "Wonder and Delight"; and (8) "The Encouraging Classroom." (SM)

ED 443 800 SP 039 356

Webster-Stratton, Carolyn
How To Promote Children's Social and Emotional Competence.
PUB DATE- 99
NOTE- 319p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Behavior Problems; Classroom Environment; Early Childhood Education; Elementary Education; Elementary School Students; Elementary School Teachers; *Emotional Development; Friendship; Hyperactivity; *Interpersonal Competence; *Parent Teacher Cooperation; Peer Relationship; Preschool Children; Preschool Teachers; Problem Solving; Social Behavior; *Student Behavior; Student Motivation; *Teacher Student Relationship
IDENTIFIERS- *Behavior Management; Positive Behavioral Support

This book includes practical scripts, games, activities, pictures, and circle time role plays and plans that teachers that compare and contrast content standards from other states and from the national content organizations. Part one, "Introduction to Standards-Based Education," presents the "Rationale"; "National Professional Organizations"; "State-by-State P-12 Organizations"; and "Minnesota Graduation Rule." Part two, "Preparatory Standards," discusses: "Learning Area 3: The Arts" ("Primary Level," "Middle Level," and "Intermediate Level" Sheila Wright); "Learning Area 4: Mathematical Applications" (Ron Browne); "Learning Area 5: Inquiry" (Warren Sandmann); and "Learning Area 7: People and Cultures" "(Primary Level," "Middle Level," and "Intermediate Level" Sheila Wright). Part 3, "High Standards," discusses: "Learning Area 1: Read, Listen, and View" (John Banschbach and Warren Sandmann); "Learning Area 2: Write and Speak" (John Banschbach and Warren Sandmann); "Learning Area 3: The Arts" (John Banschbach, Warren Sandmann, and Sheila Wright); "Learning Area 4: Mathematical Applications" (Kil S. Lee and Mary Ann Lee); "Learning Area 5: Inquiry" (John Banschbach); and "Learning Area 7: People and Cultures" (Clark Johnson). Part 4, "Implementing the Graduation Rule Standards," describes "Curriculum Web Tasks." (SM)

ED 443 819 SP 039 378

Geist, Pamela Kaye; Remillard, Janine T.
What an Innovative Curriculum for Teachers Reveals about Supporting Teachers' Professional Learning. Center for the Development of Teaching Paper Series.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; National Science Foundation, Washington, DC.
PUB DATE- 00
NOTE- 24p.; An earlier version of this paper, "Supporting Teachers' Professional Learning through Navigating Openings in the Curriculum," was presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Elementary Education; *Elementary School Mathematics; Elementary School Teachers; *Faculty Development; *Inquiry; Mathematics Education; Teacher Educators; *Teacher Improvement

This paper presents a comparative analysis of three teacher educators using a curriculum--Developing Mathematical Ideas--designed to serve elementary school teachers in an inquiry group setting. The aim of the study was to examine the processes and demands of supporting teachers' learning and their efforts to reform their practices. Data collection involved observations of the 3-hour sessions, follow-up interviews with facilitators, and field notes. Analyses revealed that the central demand of supporting teachers' learning through inquiry involved navigating through what was called openings in the curriculum. These openings took the form of unanticipated questions, challenges, observations, or actions by participating teachers and required facilitators to make on-the-spot judgements about how to guide the discourse. Examination of the teacher educators' processes for navigating these openings revealed that they used a set of three activities in determining how to respond. Analysis of facilitators' activities further illuminates the work involved in supporting teachers' learning and offers implications for the type of support needed by teacher educators engaged in this work. (Contains 40 references.) (SM)

ED 443 038 TM 031 483

De Champlain, Andre F.; Gessaroli, Marc E.; Tang, K. Linda; De Champlain, Judy E.
Assessing the Dimensionality of Polytomous Item Responses with Small Sample Sizes and Short Test Lengths: A Comparison of Procedures.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Goodness of Fit; *Item Response Theory; *Sample Size; *Test Length
IDENTIFIERS- *DIMTEST (Computer Program); *LISREL Computer Program; Polytomous Items

The empirical Type I error rates of Poly-DIMTEST (H. Li and W. Stout, 1995) and the LISREL8 chi square fit statistic (K. Joreskog and D. Sorbom, 1993) were compared with polytomous unidimensional data sets simulated to vary as a function of test length and sample size. The rejection rates for both statistics were also studied with two-dimensional data sets simulated to vary as a function of test length, sample size, and degree of correlation between latent traits. Severely inflated Type I error rates were obtained with the LISREL8 chi square statistic in all conditions, with the exception of the 10-item data sets simulated to contain 500 and 1,000 simulees. Poly-DIMTEST T-empirical Type I error probabilities were at or near nominal values for the three sample sizes examined. In addition, the performance of the latter statistic was unaffected by the manipulation of sample size. Rejection rates using the LISREL8 chi square fit statistic were high across all simulated two-dimensional conditions, although results were encouraging for 10-item data sets containing 500 or 1,000 simulees. It appeared that neither procedure worked well with samples of less than 500 examinees. Results do suggest that with samples of 500 examinees or more, the LISREL8 chi square statistic can be useful for assessment of dimensionality, but the Poly-DIMTEST T-statistic lacks the power needed to use with samples of fewer than 20 items. (Contains 3 tables and 38 references.) (SLD)

ED 443 039 TM 031 484

Janesick, Valerie J.
Intuition and Creativity: A Pas de Deux for Qualitative Researchers.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creativity; *Intuition; *Qualitative Research; *Researchers

The importance of intuition and creativity in qualitative research is discussed. By discussing lessons learned from well-

Bracey, Gerald W.
Bail Me Out! Handling Difficult Data and Tough Questions about Public Schools.
PUB DATE- 00
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Analysis; *Educational Research; Elementary Secondary Education; *Information Dissemination; *Public Schools; *Research Utilization; Test Interpretation

This guide is designed to take the mystery out of educational research data and to help educators become better, and more critical, readers of facts, figures, charts, and graphs about U.S. public schools. Educators will also become better able to answer the questions of parents, students, and the community. A brief historical look at the loss in confidence in the public schools shows how data have been used to create half-truths and erroneous positions. In addition, the most common test forms are analyzed. The chapters are: (1) "Beware of Averages"; 92) "Follow the Money"; (3) "Beware of the Uncritical acceptance of Convenient Conclusions"; (4) "Watch for Selectivity in the Data"; (5) "Show Me the Data!"; (6) "Beware of Nostalgia"; (7) "Beware of Casual Explanations Made from Correlational Data"; (8) "Be Aware of Whether the Statistics Being Used Are Numbers or Rates (Percentages)"; (9) "Know Whether You're Dealing with Ranks or Scores"; (10) "Make Sure the Statistic Used Is the Right One"; (11) "Ask How the Variable Is Defined"; (12) "Ask How the Variable Is Defined--And Then Ask What the Criterion Measure Is"; (13) "Differentiate Practical and Statistical Significance"; (14) "Look for Trends, Not Snapshots"; (15) "Beware of Trends"; (16) "Ask What the Consequences Are Even If the Interpretation of the Data Is True"; (17) "Beware of Changing Demographics"; (18) "Try To 'See Through' Graphs"; (19) "Beware of Big (Small) Numbers"; (20) "Beware of Generalizations"; (21) "The Rise of Testing"; (22) "Types of Tests"; (23) "Other Indicators of Achievement"; (24) "How Come American Students Fall Farther Behind Their International Peers the Longer They Stay in School?"; (25) "Why Are Test Scores Falling?"; (26) "How Come Private Schools Do So Much Better than Public Schools?"; (27) "Why Don't We Have Vouchers so the Money Would Follow the Child?"; (28) "Why Don't We Use Charter Schools as Laboratories for Innovation for the Rest of the System?"; (29) "Why Are We Throwing Money at Schools?"; (30) "Why are SAT Scores Still Falling?"; (31) "Why Don't Bright People Go Into Teaching?"; and (32) "With All This Talk about Standards and Accountability, Why Aren't Teachers and Administrators Held Accountable?" (Contains 157 references.) (SLD)

ED 443 861 TM 031 506

Sagor, Richard
Guiding School Improvement with Action Research.
PUB DATE- 00
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; Educational Assessment; Educational Technology; *Educational Testing; *Item Banks; Markov Processes; Monte Carlo Methods; *Networks; Test Theory

Educational assessments that exploit advances in technology and cognitive psychology can produce observations and pose student models that outstrip familiar test-theoretic models and analytic methods. Bayesian inference networks (BINs), which include familiar models and techniques as special cases, can be used to manage belief about students' knowledge and skills in light of what they say and do. BINs for assessments that add new tasks to their item pools and measure different students with different items can be assembled from building-blocks fragments. A student-model BIN (SM-BIN) fragment contains student model variables, which characterize aspects of knowledge. Evidence model BIN fragments (EM-BINs) contain observable variables and pointers to student model variables. Joining Em-BIN fragments to an SM-BIN fragment permits one to update belief about a student as observations arrive in a setting the EM-BIN was constructed to handle. Markov Chain Monte Carlo techniques can be used to estimate the conditional probabilities in the BINs from empirical data, supplemented by expert judgment or substantive theory. Details for the special cases of item response theory and multivariate latent class modeling are given, with a numerical example of the latter. (Contains 6 tables, 5 figures, and 23 references.) (Author/SLD)

ED 443 882 TM 031 527

Herman, Joan L.; Brown, Richard S.; Baker, Eva L.
Student Assessment and Student Achievement in the California Public School System. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accountability; Elementary Secondary Education; Evaluation Methods; Public Schools; State Programs; *Student Evaluation; Testing Programs
IDENTIFIERS- *California; Stanford Achievement Tests

The progress of students and schools in California is examined by reviewing the state's recent test history and the state's progress in creating a sound, standards-based assessment system. The story about California is mixed. Overall performance on the Stanford Achievement Test, ninth edition (SAT-9) shows that the state average, overall grades and all subject matters, is below the national average. However, when allowance is made for the state policy that requires all students who have been in school 1 year to take the test regardless of their English proficiency, California students are around the national average. When achievement is examined through standards-based measures, of which the National Assessment of Educational Progress is an example, California's performance looks poor, especially when one considers the performance of children in poverty. What will be important to consider is whether performance rises as instruction becomes more relevant to the standards the assessments are measuring.

Raise a Scientist" (DeAnna Beane); (12) "The Policy Perspective" (Nancy Carson); (13) "The Transition to and from High School of Ethnic Minority Students" (Angela B. Ginorio and Jeri Grignon); (14) "Explaining the Unrealized Aspirations of Racial and Ethnic Minorities" (Barbara Schneider); (15) "The College Preparation Process" (Judith Shay); (16) "Policy Matters" (R. Guy Vickers); (17) "Barriers to Minority Success in College Science, Mathematics, and Engineering Programs" (Reginald Wilson); (17) "The Role of State and Institutional Policies and Practices" (Richard C. Richardson, Jr.); (18) "Reflection on the State of Research: What Next?" (Vincent Tinto); (19) "University Faculty: Priming the Pump or Lying in Ambush?" (William Yelas Velez); (20) "Rethinking the Model" (Antoinette Torres); (21) "Financing Opportunity for Postsecondary Education" (Thomas G. Mortenson); (22) "The Preparation of Minorities for Academic Careers in Science and Engineering: How Well Are We Doing?" (Shirley Vining Brown); (23) "Enhancing the Research Base" (Cheryl B. Leggon); (24) "The Next Stage" (Cora Marrett); (25) "Policy Perspectives" (Daryl E. Chubin); (26) "Models for Studying Early Careers: Minority Scientists and Engineers in Industry" (Terrence R. Russell); (27) "Why Are Minority and Women Scientists Still Treated So Badly?" (Henry Etzkowitz); (28) "Critical Issues" (George Campbell, Jr.) (29) "Policy" (Willie Pearson, Jr.); and (30) "Gaining Access: A Research and Policy Agenda" (Ronni Denes). Each paper contains references. (Contains 41 tables and 68 figures.) (SLD)

ED 443 902 UD 033 676

Ferguson, Ann Arnett
Bad Boys: Public Schools in the Making of Black Masculinity. Law, Meaning, and Violence Series.
SPONS. AGENCY- Social Science Research Council, New York, NY.
PUB DATE- 00
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; *Black Students; Elementary Education; Interviews; Leisure Time; *Males; *Masculinity; Preadolescents; Public Schools; *Stereotypes; *Teacher Expectations of Students; Urban Schools
IDENTIFIERS- African Americans

Through interviews and participation with 20 preadolescent African American boys from 1 urban elementary school in school and during leisure activities, the researcher explored what "getting into trouble" meant to the boys themselves, and what it meant to the teachers, principals, truant officers, and relatives of these children. Taken together, these data construct a picture of how educators' beliefs in the natural differences of black children and the "criminal inclination" of black males shape decisions that disproportionately single out black males as being at risk. The chapters are: (1) "Don't Believe the Hype"; (2) "The Punishing Room"; (3) "School Rules"; (4) "Naughty by Nature"; (5) "The Real World"; (6) "Getting in Trouble"; (7) "Unreasonable Circumstances"; and (8) "Dreams." (Contains 105 references.) (SLD)

ED 443 903 UD 033 [illegible]7

Hill, Paul T.; Campbell, Christine; Harvey, James
It Takes a City: Getting Serious about Urban School Reform.
SPONS. AGENCY- Alcoa Foundation, Pittsburgh, PA.; Joyce

"The World of Animals"; (3) "Human Habitats"; (4) "The Brilliant Balancing Act"; (5) "Our Weeping World"; and (6) "Me and My World." Thirteen appendixes contain advice for unit teachers and lists of resources and references. (Contains 37 references.) (SLD)

ED 443 923 UD 033 707

Trevett, Suzanne; McMillan, James H.
Enhancing Parental Involvement in Urban Schools: Types of Programs, Characteristics of Successful Programs, and Proven Strategies.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Research; Elementary Education; *Parent Participation; Program Descriptions; *Program Effectiveness; Public Schools; *Urban Schools

This review of the literature on parental involvement in urban schools is organized into three sections: (1) types of parental involvement; (2) practical involvement activities found in successful urban school programs; and (3) characteristics of successful urban school parental involvement programs. The research reports and surveys reviewed clearly indicate that the majority of parents do want to be involved in their children's education, but many do not know how they can help. Most teachers also want involved parents. Several examples from the research indicate that problems in promoting parent involvement are not insurmountable. Small steps can lead to positive gains and to an acknowledgment of the ability of the public school system to provide a quality education for all children. (Contains 14 references.) (SLD)

ED 443 924 UD 033 708

Dukess, Laura F.
How To Choose a Public School: A Guide for Parents of Young NYC School Children.
SPONS. AGENCY- Charles Hayden Foundation, New York, NY.
PUB DATE- 98
NOTE- 17p.; Also sponsored by Joseph E. Seagram & Sons, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
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This pamphlet guides New York City parents through the basic steps in choosing a public school for their children. Every child 6 years of age or older in New York City must attend school, and children may be enrolled in kindergarten the year they turn 5. A limited number of preschool spaces are available. Legal residency is not a requirement for public school attendance in New York City; children who are undocumented aliens or the children of undocumented aliens are eligible for the New York public schools, as are homeless children. The steps to consider in choosing a public school are: (1) find out the school district in which the child resides; (2) find the school the child is entitled to attend;

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Competency Based Training. NCVER Research Forum (Adelaide, Australia, November 10, 1999).
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Comprehensive School Reform Demonstration: SEA Network Forums Proceedings (July 27, 1999 and October 14, 1999).
27p. L1 ED 443 156

Concept, Challenge, Conundrum: From Library Skills to Information Literacy. Proceedings of the National Information Literacy Conference Conducted by the University of South Australia Library and the Australian Library and Information Association Information Literacy Special Interest Group (4th, Adelaide, Australia, December 3-5, 1999).
231p. L1 ED 443 439

Indiana School Funding Symposium. Alternative Tax Structures for Indiana's Schools: Implication for School Funding. Summary of Symposium Proceedings (Indianapolis, Indiana, June 22, 1998).
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CS217187	ED443123
CS217188	ED443124
CS217190	ED443125
CS217191	ED443126
CS217200	ED443127
CS217202	ED443128
CS217207	ED443129
CS217208	ED443130
CS217209	ED443131
CS510367	ED443132
CS510368	ED443133
CS510369	ED443134

EA - Educational Management

EA029566	ED443135
EA029964	ED443136
EA030247	ED443137
EA030407	ED443138
EA030416	ED443139
EA030444	ED443140
EA030445	ED443141
EA030446	ED443142
EA030447	ED443143
EA030448	ED443144
EA030449	ED443145
EA030451	ED443146//
EA030452	ED443147
EA030455	ED443148
EA030456	ED443149
EA030457	ED443150
EA030458	ED443151
EA030459	ED443152
EA030460	ED443153
EA030461	ED443154
EA030462	ED443155
EA030463	ED443156
EA030464	ED443157
EA030465	ED443158
EA030466	ED443159
EA030467	ED443160
EA030469	ED443161//
EA030470	ED443162//

UD - Urban Education

UD033394	ED443892
UD033447	ED443893
UD033449	ED443894
UD033617	ED443895
UD033620	ED443896
UD033661	ED443897
UD033671	ED443898
UD033673	ED443899
UD033674	ED443900
UD033675	ED443901//
UD033676	ED443902//
UD033677	ED443903//
UD033678	ED443904
UD033680	ED443905
UD033685	ED443906
UD033687	ED443907
UD033689	ED443908
UD033691	ED443909
UD033692	ED443910
UD033693	ED443911
UD033694	ED443912
UD033695	ED443913
UD033697	ED443914
UD033698	ED443915
UD033699	ED443916
UD033700	ED443917//
UD033701	ED443918//
UD033702	ED443919
UD033703	ED443920
UD033704	ED443921
UD033705	ED443922
UD033707	ED443923
UD033708	ED443924
UD033709	ED443925
UD033710	ED443926
UD033711	ED443927
UD033712	ED443928
UD033713	ED443929
UD033714	ED443930
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UD033717	ED443933
UD033718	ED443934
UD033719	ED443935
UD033720	ED443936
UD033721	ED443937
UD033722	ED443938
UD033723	ED443939
UD033724	ED443940
UD033725	ED443941

EA030471	ED443163//
EA030472	ED443164
EA030473	ED443165
EA030474	ED443166
EA030475	ED443167
EA030476	ED443168
EA030477	ED443169
EA030478	ED443170
EA030479	ED443171
EA030485	ED443172
EA030494	ED443173
EA030495	ED443174
EA030496	ED443175
EA030497	ED443176
EA030498	ED443177
EA030499	ED443178
EA030500	ED443179
EA030501	ED443180
EA030502	ED443181
EA030512	ED443182
EA030513	ED443183
EA030514	ED443184
EA030515	ED443185
EA030516	ED443186
EA030517	ED443187
EA030519	ED443188
EA030520	ED443189
EA030521	ED443190
EA030522	ED443191
EA030523	ED443192
EA030524	ED443193
EA030525	ED443194
EA030528	ED443195
EA030529	ED443196
EA030530	ED443197
EA030532	ED443198
EA030533	ED443199
EA030536	ED443200
EA030558	ED443201

EC - Disabilities and Gifted Education

EC307894	ED443202
EC307895	ED443203
EC307896	ED443204
EC307897	ED443205
EC307898	ED443206
EC307899	ED443207
EC307900	ED443208
EC307901	ED443209
EC307902	ED443210
EC307903	ED443211
EC307904	ED443212
EC307905	ED443213
EC307906	ED443214
EC307908	ED443215
EC307909	ED443216
EC307910	ED443217
EC307911	ED443218
EC307912	ED443219
EC307913	ED443220
EC307914	ED443221
EC307915	ED443222
EC307916	ED443223

EC307917	ED443224
EC307918	ED443225
EC307919	ED443226
EC307921	ED443227
EC307922	ED443228
EC307923	ED443229
EC307924	ED443230
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EC307926	ED443232
EC307927	ED443233
EC307928	ED443234
EC307929	ED443235
EC307930	ED443236
EC307931	ED443237
EC307932	ED443238
EC307933	ED443239
EC307934	ED443240
EC307935	ED443241
EC307937	ED443242
EC307938	ED443243
EC307939	ED443244
EC307940	ED443245
EC307941	ED443246
EC307942	ED443247//
EC307944	ED443248
EC307945	ED443249
EC307946	ED443250
EC307947	ED443251
EC307948	ED443252//
EC307949	ED443253
EC307950	ED443254
EC307951	ED443255
EC307952	ED443256
EC307953	ED443257
EC307954	ED443258
EC307955	ED443259
EC307956	ED443260
EC307957	ED443261
EC307958	ED443262
EC307959	ED443263//
EC307960	ED443264//

EF - Eric Facility

EF005354	ED443265
EF005717	ED443266
EF005732	ED443267
EF005733	ED443268
EF005735	ED443269
EF005736	ED443270
EF005739	ED443271
EF005759	ED443272
EF005761	ED443273//
EF005762	ED443274

FL - Language and Linguistics

FL026180	ED443275
FL026181	ED443276
FL026315	ED443277
FL026316	ED443278//
FL026317	ED443279//
FL026318	ED443280//
FL026319	ED443281//

FL026320	ED443282
FL026321	ED443283
FL026322	ED443284
FL026323	ED443285
FL026324	ED443286
FL026325	ED443287
FL026326	ED443288
FL026327	ED443289
FL026328	ED443290//
FL026329	ED443291//
FL026330	ED443292
FL026333	ED443293
FL026334	ED443294
FL026335	ED443295
FL026336	ED443296
FL026337	ED443297
FL801388	ED443298

HE - Higher Education

HE033052	ED443299//
HE033054	ED443300
HE033055	ED443301
HE033056	ED443302
HE033057	ED443303
HE033058	ED443304
HE033059	ED443305
HE033060	ED443306
HE033061	ED443307
HE033062	ED443308
HE033063	ED443309
HE033064	ED443310
HE033065	ED443311//
HE033066	ED443312
HE033067	ED443313
HE033069	ED443314
HE033070	ED443315
HE033071	ED443316
HE033072	ED443317
HE033073	ED443318
HE033074	ED443319
HE033075	ED443320
HE033076	ED443321
HE033077	ED443322
HE033078	ED443323
HE033079	ED443324
HE033080	ED443325
HE033081	ED443326
HE033082	ED443327
HE033083	ED443328
HE033084	ED443329
HE033085	ED443330
HE033086	ED443331
HE033087	ED443332
HE033089	ED443333
HE033090	ED443334
HE033091	ED443335
HE033092	ED443336
HE033093	ED443337
HE033095	ED443338
HE033096	ED443339
HE033097	ED443340
HE033098	ED443341
HE033099	ED443342

HE033100	ED443343
HE033101	ED443344
HE033102	ED443345
HE033103	ED443346
HE033104	ED443347
HE033105	ED443348
HE033106	ED443349
HE033107	ED443350
HE033108	ED443351
HE033109	ED443352
HE033110	ED443353
HE033111	ED443354
HE033112	ED443355
HE033114	ED443356
HE033115	ED443357
HE033116	ED443358
HE033117	ED443359
HE033118	ED443360
HE033119	ED443361
HE033122	ED443362//
HE033123	ED443363//
HE033129	ED443364
HE033130	ED443365
HE033131	ED443366
HE033132	ED443367//
HE033133	ED443368
HE033134	ED443369
HE033135	ED443370
HE033136	ED443371
HE033137	ED443372
HE033138	ED443373
HE033139	ED443374
HE033140	ED443375
HE033141	ED443376
HE033142	ED443377
HE033143	ED443378
HE033144	ED443379
HE033145	ED443380

IR - Information and Technology

IR020082	ED443381
IR020083	ED443382
IR020084	ED443383
IR020085	ED443384//
IR020094	ED443385
IR020095	ED443386
IR020096	ED443387
IR020097	ED443388
IR020098	ED443389
IR020099	ED443390
IR020100	ED443391
IR020103	ED443392
IR020104	ED443393
IR020271	ED443394
IR020273	ED443395
IR020274	ED443396
IR020275	ED443397
IR020276	ED443398
IR020277	ED443399
IR020278	ED443400
IR020311	ED443401
IR020312	ED443402
IR020313	ED443403

IR020314	ED443404
IR020315	ED443405
IR020316	ED443406
IR020317	ED443407
IR020318	ED443408
IR020319	ED443409
IR020324	ED443410
IR020325	ED443411
IR020326	ED443412
IR020327	ED443413
IR020328	ED443414
IR020329	ED443415
IR020330	ED443416
IR020334	ED443417
IR020339	ED443418
IR020340	ED443419
IR020343	ED443420
IR020344	ED443421
IR020345	ED443422
IR020346	ED443423
IR020347	ED443424
IR020348	ED443425
IR020349	ED443426
IR020350	ED443427
IR020528	ED443428
IR057845	ED443429
IR057862	ED443430
IR057863	ED443431//
IR057864	ED443432
IR057866	ED443433
IR057867	ED443434
IR057868	ED443435
IR057869	ED443436
IR057873	ED443437
IR057877	ED443438
IR057879	ED443439
IR057882	ED443440
IR057883	ED443441
IR057885	ED443442
IR057886	ED443443
IR057887	ED443444
IR057902	ED443445

JC - Community Colleges

JC000348	ED443446
JC000468	ED443447
JC000469	ED443448
JC000470	ED443449
JC000471	ED443450
JC000472	ED443451
JC000473	ED443452
JC000474	ED443453
JC000475	ED443454
JC000476	ED443455
JC000477	ED443456
JC000478	ED443457
JC000479	ED443458
JC000480	ED443459
JC000481	ED443460
JC000482	ED443461
JC000483	ED443462
JC000484	ED443463
JC000485	ED443464

JC000486	ED443465
JC000487	ED443466
JC000490	ED443467
JC000492	ED443468
JC000493	ED443469
JC000495	ED443470
JC000496	ED443471
JC000497	ED443472
JC000499	ED443473
JC000501	ED443474
JC000503	ED443475
JC000506	ED443476
JC000510	ED443477
JC000511	ED443478
JC000513	ED443479
JC000514	ED443480
JC000515	ED443481
JC000518	ED443482
JC000519	ED443483
JC000520	ED443484
JC000521	ED443485
JC000522	ED443486
JC000529	ED443487
JC000530	ED443488
JC000531	ED443489
JC000534	ED443490
JC000535	ED443491
JC000536	ED443492
JC000538	ED443493
JC000539	ED443494
JC000540	ED443495
JC000542	ED443496
JC000545	ED443497//
JC000546	ED443498
JC000547	ED443499
JC000548	ED443500
JC000549	ED443501
JC000550	ED443502
JC000551	ED443503

PS - Elementary and Early Childhood Education

PS024529	ED443504
PS025072	ED443505
PS027484	ED443506//
PS027593	ED443507
PS028351	ED443508//
PS028477	ED443509//
PS028478	ED443510//
PS028490	ED443511
PS028492	ED443512
PS028540	ED443513//
PS028560	ED443514
PS028607	ED443515//
PS028615	ED443516
PS028617	ED443517
PS028618	ED443518
PS028641	ED443519//
PS028649	ED443520
PS028650	ED443521
PS028653	ED443522
PS028654	ED443523
PS028656	ED443524
PS028659	ED443525

PS028667	ED443526
PS028673	ED443527
PS028678	ED443528//
PS028682	ED443529
PS028684	ED443530//
PS028685	ED443531
PS028687	ED443532//
PS028688	ED443533
PS028692	ED443534
PS028693	ED443535
PS028694	ED443536
PS028695	ED443537
PS028696	ED443538
PS028697	ED443539
PS028700	ED443540
PS028701	ED443541
PS028702	ED443542
PS028703	ED443543
PS028704	ED443544
PS028705	ED443545
PS028706	ED443546
PS028707	ED443547
PS028708	ED443548
PS028709	ED443549
PS028711	ED443550
PS028712	ED443551
PS028713	ED443552
PS028714	ED443553
PS028715	ED443554
PS028716	ED443555
PS028717	ED443556
PS028718	ED443557
PS028719	ED443558
PS028720	ED443559
PS028721	ED443560
PS028722	ED443561
PS028724	ED443562
PS028726	ED443563
PS028727	ED443564
PS028728	ED443565
PS028729	ED443566
PS028730	ED443567
PS028731	ED443568
PS028732	ED443569
PS028733	ED443570
PS028734	ED443571
PS028735	ED443572
PS028736	ED443573
PS028737	ED443574
PS028738	ED443575
PS028739	ED443576
PS028740	ED443577
PS028741	ED443578
PS028742	ED443579
PS028743	ED443580
PS028744	ED443581
PS028745	ED443582
PS028746	ED443583
PS028747	ED443584
PS028748	ED443585
PS028749	ED443586
PS028750	ED443587
PS028751	ED443588
PS028752	ED443589

PS028753	ED443590
PS028754	ED443591
PS028755	ED443592
PS028756	ED443593
PS028757	ED443594
PS028765	ED443595
PS028767	ED443596//
PS028768	ED443597
PS028788	ED443598
PS028789	ED443599

RC - Rural Education and Small Schools

RC021973	ED443600
RC022021	ED443601
RC022120	ED443602
RC022129	ED443603
RC022229	ED443604
RC022241	ED443605
RC022242	ED443606
RC022270	ED443607
RC022296	ED443608
RC022297	ED443609
RC022302	ED443610
RC022428	ED443611
RC022445	ED443612
RC022447	ED443613
RC022474	ED443614
RC022475	ED443615
RC022476	ED443616
RC022477	ED443617
RC022478	ED443618
RC022484	ED443619
RC022504	ED443620
RC022511	ED443621
RC022514	ED443622
RC022519	ED443623//
RC022527	ED443624
RC022528	ED443625
RC022529	ED443626
RC022530	ED443627
RC022531	ED443628
RC022532	ED443629
RC022533	ED443630
RC022534	ED443631
RC022535	ED443632
RC022536	ED443633
RC022537	ED443634
RC022538	ED443635
RC022539	ED443636
RC022540	ED443637
RC022541	ED443638
RC022546	ED443639
RC022547	ED443640
RC022550	ED443641
RC022553	ED443642
RC022554	ED443643
RC022557	ED443644
RC022558	ED443645
RC022560	ED443646
RC022563	ED443647
RC022564	ED443648
RC022567	ED443649//
RC022571	ED443650

RC022573	ED443651
RC022574	ED443652
RC022579	ED443653

SE - Science, Mathematics, and Environmental Education

SE063599	ED443654
SE063600	ED443655
SE063601	ED443656
SE063617	ED443657
SE063634	ED443658
SE063639	ED443659
SE063644	ED443660
SE063645	ED443661
SE063649	ED443662
SE063651	ED443663
SE063654	ED443664
SE063655	ED443665
SE063656	ED443666
SE063670	ED443667
SE063672	ED443668
SE063673	ED443669
SE063674	ED443670
SE063675	ED443671
SE063676	ED443672
SE063677	ED443673
SE063680	ED443674
SE063684	ED443675
SE063702	ED443676
SE063705	ED443677
SE063707	ED443678
SE063723	ED443679
SE063742	ED443680
SE063743	ED443681
SE063757	ED443682
SE063777	ED443683
SE063789	ED443684
SE063790	ED443685
SE063799	ED443686
SE063802	ED443687
SE063838	ED443688
SE063839	ED443689
SE063841	ED443690
SE063842	ED443691
SE063844	ED443692
SE063845	ED443693
SE063846	ED443694
SE063850	ED443695
SE063857	ED443696
SE063858	ED443697
SE063863	ED443698
SE063871	ED443699
SE063878	ED443700
SE063882	ED443701
SE063883	ED443702
SE063885	ED443703
SE063886	ED443704

SE - Science, Mathematics, and Environmental Education (cont

SE063887	ED443705
SE063888	ED443706
SE063898	ED443707
SE063900	ED443708
SE063901	ED443709